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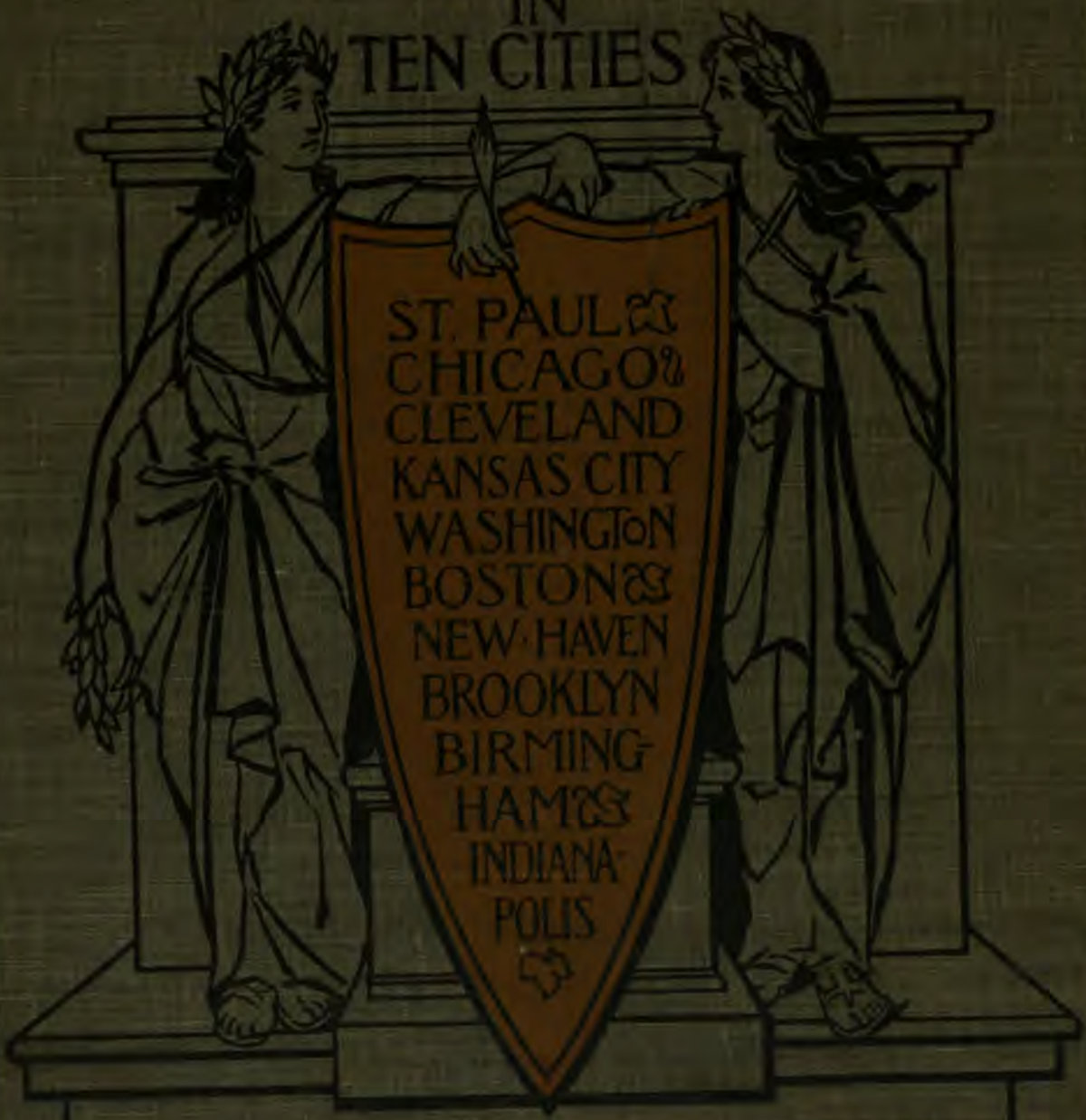

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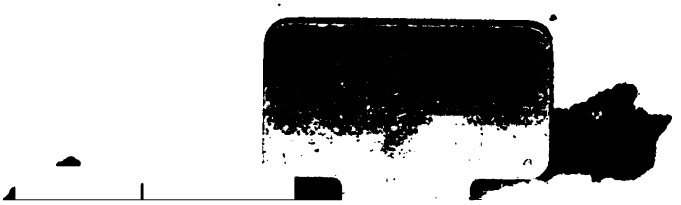

TEACHING READING IN TEN CITIES

EDITED BY

EVA D. KELLOGG

Editor of Primary Education

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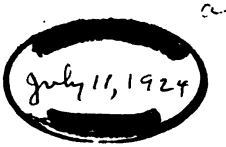

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1900

INTRODUCTION.

Perhaps no plan for helping teachers through an educational journal has ever been a greater success than the series of "Teaching Reading in Ten Cities," which appeared last year in *Primary Education*. Everybody who is responsible for the teaching of little children is keenly interested in the problem of teaching them to read. The ways are numerous. The results record every shade of satisfaction and dissatisfaction known to teachers. Rumors of what was being done in this branch of instruction in other schools reached the teachers; but they could not go and see for themselves. For this reason the work of the primary schools in ten leading cities of the Union was brought to them by means of this valuable series, prepared either by the primary supervisor or a leading teacher in each locality. The scheme became popular at once. Here was a chance to visit other schools and compare notes without leaving their own work. Many school principals used each instalment as it appeared as the text for a teachers' meeting for the study of teaching youngest children to read. The ten articles cover every prominent method or system for teaching reading to beginners now in use in our public schools, and primary teachers have found in them the help, the breadth, and the inspiration that the series was designed to give.

It is a happy thought of the publishers of *Primary Education* to arrange these articles in book form for more convenient use and quick reference by teachers. May the new readers appreciate them as much as did the first, and may the first enjoy them all over again.

EVA D. KELLOGG.
Editor of Primary Education.

BOSTON, 1900.

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TEACHING READING IN TEN CITIES

I.

HOW READING IS TAUGHT IN ST. PAUL.

SARAH C. BROOKS.
Supervisor of Primary Schools of St. Paul, Minn.

Learning to read involves so many processes and is of so complicated a character, that under the best of circumstances it requires the outlay of much time and energy. It calls for the training of the eye in recognizing, the vocal organs, — and incidentally, the hand, — in reproducing written and printed form. Training of the ear is also incidentally involved in the same processes. Memory must hold the results attained, and imagination must be exercised in the effort to clothe dull form with spirit and life. Upon sense training depends quickness of impression; upon muscular training, exactness; upon memory, permanency of attainment; and upon imagination, the dramatic fire necessary to comprehension and to beauty of expression.

If, "by reason of strength" on the part of the child, and intelligent guidance on the part of teachers, he masters the mechanics of reading in three years, so that at the end of that period he is reasonably well equipped for independent reading we consider the time well spent.

Learning to read involves all methods known to man and cannot be accomplished by any one alone. The word is of little value until combined with others to form a sentence. The independent acquisition of new words is limited without a working knowledge of the few laws of pronunciation. Hence, when one inquires by what method I teach reading, I naturally infer the questioner desires to know how I begin the teaching of reading.

A system of schools is somewhat more complicated than the process of learning to read, and so long as individual tastes, attainments and judgments differ, there will be differences of opinions regarding method. It would be a remarkable coincidence indeed, if all the primary teachers of a city should have but one opinion concerning so important a matter as that of teaching reading to beginners.

There is, however, in all cities an earnest and studious body of teachers whose investigations and discussions lead them to accept one theory as a working basis of instruction, subject, of course, to variations in the matter of detail. It is such a body of students as this, whose views I shall now endeavor to present. The vagaries, if any, must be attributed to me; the practical arrangement to them.

Selection of Method.

In the kindergarten the child works as he plays and plays as he works. In all the exercises of the day he is at his best because instruction, if such it may be named without giving offence, follows the line of interest and its reaction in expression, that of his natural activities. He plays himself into many valuable experiences, and gives form to thought by his own creative activity. The lines of interest and natural activities are the lines of least resist-

ance, and are therefore the most practical because the most effective lines for instruction to follow.

From some such observations as the above, arose the following conclusions:

The child naturally thinks in sentences. He prefers a whole of thought. When giving expression to something of interest, he speaks without hesitation, and with the best of expression. In the use of the sentence he is afforded practice in the use of good form which should, later, aid him in composition. But above all these considerations is the fact that, later, in reading for his own profit or amusement, he must interpret whole sentences and grasp the thought of many sentences in succession, and with great rapidity.

We have decided to begin the teaching of reading by using the sentence as the unit, because we believe this method to be the one which will prove to be of the greatest practical service to him in the future.

Sources of Lessons.

The reader is reserved for use later, when the child has acquired a written and printed vocabulary of at least a hundred words, and the list should be much greater. From too early use of the book arises that familiarity which breeds contempt shown in the frayed edges and chewed tops, which speak eloquently of soul weariness on the part of its owner.

The book, used before the necessary preparation has been made, tends to bring about that quality of memory work which is an enemy to real progress, and which is the cause of a parent's remarking with pride, "If you show him the picture, he can read the whole lesson from beginning to

end." So clever and so natural is this trick of remembering by association with place that it sometimes deceives even the elect. A too early use of the book is in danger of converting the exercise of reading into a desperate finger-to-form contest with words, in which the book rises higher as excitement increases until the result is that sorrowful and total eclipse of the son which we have all witnessed at one time or another. The voice also rises to the occasion, and naturalness of expression is impossible.

Our early lessons in reading attempt to follow the lines of the least resistance by having their source in the child's physical activities and his natural interests. Of the latter, there are two, possibly three, although the third is intimately related to the other two.

1. His pets and all nature.
2. Literature, including songs.
3. Pictures.

Order.

These lessons are brief, the sentences usually short. They follow observation, investigation, action, or narration; and are usually the result of the pupil's efforts to tell what has been discovered or to reproduce the story.

How Obtained.

Take first those lessons based upon action, a class of lessons which have not hitherto received the consideration due to the important place they fill in the natural evolution of the reading lesson.

Suppose the pupils to be interested in the names and characteristics of objects, as introductory to the study of drawing or number. The teacher says "Find the cube,

Mary," and at the same time writes the sentence upon the board. Whenever this request is made, the same is written upon the board, with no change but that of the child's name. Again she requests and writes:

Find the sphere.	Push the cylinder.
Roll the sphere.	Roll the cylinder.
Push the cube.	Hold the ball.
Find the cylinder.	Throw the ball.

These sentences evolved gradually and with care, come in time to take the place of the spoken request. When written upon the board with the child's name, that pupil immediately proceeds to do as requested, having silently read as the teacher wrote upon the board. A paper or curtain covers the work as soon as written and is a valuable piece of furniture, after the work is fairly started, because it compels instant and continuous attention. The same result may also be obtained by erasing the sentence, but there is the objection of chalk dust and the teacher's time.

I have frequently seen a whole room held for ten or fifteen minutes without any evidence of weariness or loss of attention. If held for ten minutes, and immediately rested by entire change of work, numbers of such lessons may be given through the day, with mutual pleasure and profit; and the results in growth and power to attend, to comprehend and to act with cheerful promptness, is most gratifying. In a word, "it pays."

The above order of exercises may be varied by having one pupil read what is written, calling upon some other child to perform the act. But oral recitation comes more naturally in connection with nature study, where the objects for observation may be children's pets, familiar animals

that may be kept in the school-room for a short time, or specimens of plant life. In fact, the year's work in nature study includes all these. These lessons follow observation, and are the result of the pupils' efforts to tell what they observe. They are obtained either by requests from the teacher to various children to tell what has been individually discovered, or by questions on the part of the teacher, with the intention of formulating the observations of the whole class after the children have had the opportunity of announcing individual discoveries. Each plan has its value, and should receive due attention. The first should not be followed so far as to bring about neglect of orderly arrangement. The second should not be permitted to interfere with interest and spontaneity. Suppose a case, again.

The Pigeon.

Query: How does the pigeon move from place to place?

Answers in whole sentences which are written upon the board:

The pigeon flies.
The pigeon walks.
It moves its head when it walks.
It runs.

Different members of the class may be called upon to read the sentence, line, "story," given by some one child, and find where it is written upon the board. It is a good thing to proceed in the order in which these sentences were first given; and it is also necessary that the sentences are few in number, as the recognition at first is vague.

Another plan is to erase, or to pass to some other part of the board and write the sentences again, calling upon the same children to repeat them, and writing in the same order as given at first.

At the next recitation, these discoveries are again recorded and read, and additions made by telling what the pigeon eats:

The pigeon eats corn.
It eats oats.
It eats crumbs of bread.
It drinks water.

Another series of sentences may follow, telling what else the pigeon does:

The pigeon coos.
It bathes.
It perches.
It lives in a pigeon house.

From action to organ is but a step, and other lessons follow recording:

The pigeon has pink feet.
It has large wings.
It has a strong bill.
It has a coat of feathers.

These sentences are made familiar by presentation from day to day, as suggested above, and the pupils themselves announce the moment when the sentence has served its purpose as a unit. Some one announces, "Three of the stories begin the same way," and proceeds to show which three. Others find distinguishing characteristics, as flies,

walks, runs; pink feet, large wings, a strong bill; and these words and phrases form the true

Basis of Drill.

As their discoveries are heralded, they are written upon the board by the teacher to be recognized by the whole class, and rediscovered in the sentences. From the very first of these exercises it is a good thing to give prominence to the phrase because of its importance in both reading and language; and "the" and "a" should never be separated from their nouns. Many among even thoughtful teachers urge the necessity of a dissolution here; but "I have been young and now am old" without once in all these years having received sufficient convincing testimony to cause me to waver in my opinion. The apparent necessity arises from the neglect of some step in development.

Spelling.

The first spelling exercises are based upon these words and phrases. Pupils observe while the teacher writes one or the other. She then erases, and pupils pass to the board to imitate the form. This is done with varying degrees of success dependent upon the development of sight and manual dexterity. Children who have received careful kindergarten training are much stronger in this respect than those who have not.

If a mistake is made by some one child, the teacher erases his work, rewrites the word carefully, erases her work and requests the child to try again. If a number of pupils fail, all erase, watch the word or phrase written once more, and then have another trial. A word or two is sufficient for the first few lessons. The pupils, upon being

seated are asked to write these from memory while another class recites. As skill and memory improve, the list is gradually increased, with truly commendable results in the course of a term. All work is, of course, carefully inspected, and individual cases of special aptitude or the reverse, given the advancement or aid required.

From Script to Print.

Soon the written spelling from memory is varied by the use of dissected alphabets; the words painted upon the disks as a change from the exacting use of the pencil. Not only words and phrases, but whole sentences are reproduced with the aid of these alphabets, and the work is greatly enjoyed by the children.

A step between might well be made by the use of printed words to be arranged into sentences, but we have never been rich enough to supply sufficient material for general use. The teachers, by the aid of hektographs, usually supply themselves with the written words for seat work earlier in the term.

Preparation for Readers.

It will be observed that in the previous suggested lessons, the sentences have been short, and those familiar with the work know that they tend to a sameness of tone in reading which is in danger of wearying the listener. This tendency is counteracted in part by encouraging pupils to aid in uniting two or more thoughts into one sentence. This union brings about three results, which I name in their order of difficulty:

First, the compound sentence, as "The cube has many edges and many corners."

Second, the same form of sentence containing a series of words, as, "The pigeon eats corn, oats and crumbs of bread."

Third, the complex sentence, without the mastery of which, the paragraph in the latter half of the first reader, and from thence through the second and third readers, must ever remain "a stone of stumbling," and "the rock of offence." All these evolutions need not be visited upon the children in quick succession; but as occasion requires the work must be done if the highest reading results are to be obtained.

There must also be furnished the child some means of becoming acquainted with sentences containing the narrative style, as opposed to the direct statement, which is characteristic of descriptive work in nature study. This aid is supplied through the medium of

Literature,

which is in form a corrective of over-indulgence in the simple sentence in language as it is the supplement in point of interest to nature in the heart of the child. The stories of the squirrel, of the Pilgrims, of Christmas, of patriotism, of Easter, common to most primary schools, are converted by pupils and teachers into reading lessons of great interest as well as profit, and this, too, at a time when nature sleeps in its transition from activity to activity. The process is familiar to all, and requires no explanation here.

Leaflets.

The first lessons in print are put into the children's hands in the form of leaflets, and have for their subjects the topics in nature study and literature. While wrestling

with the comparatively unfamiliar medium of print, these leaflets are a more convenient material to handle than a book; and arising from the child's experience are, at this stage, of more interest, thus directly aiding in expression.

Here, as elsewhere in the work of the first year, no child is permitted to read a sentence which he has not first read silently. When the thought is grasped, it is an easy matter to give the same readily and with a sweet and natural manner.

Vocabulary.

The number and character of words thus acquired in the space of two or three months should be compared with that found upon the first twenty or thirty pages of the reader to be used by the class, and such adjustments made as will smooth the way for an enjoyable reading of those pages. A few preliminary lessons will then do away with any difficulty which might otherwise arise at this point.

It must be noted that the list of words employed during these first months are not all of a character to be rendered permanent by use. Some serve a special purpose in one or two lessons, and drop out of consciousness later because their use is not again required. Those which are in common use from day to day, after once being filled with meaning, must remain in memory. When dependent for permanency upon the eternal grind of drill, the time might be better occupied with other matters.

It is something of an attainment to pronounce and spell one's way successfully through a reader, but it is of little importance so far as power and versatility are concerned, compared with the same number of words rendered familiar with much reading in numbers of books, through a longer

period of time. Arrested development is a consequence of too much drill at this tender age, as many can testify.

That parents do not understand this matter, and insist upon thoroughness at any cost, is not to be wondered at, but that some whose lives are spent in school work and in the daily observation of children, should by practice imply a like belief, is cause for astonishment.

Books once in the hands of pupils, the position in which they are held is of importance only as it admits of an erect posture giving free lungs, and at such an angle as to afford free use of the vocal cords, and permit the reader to look into the faces of those to whom he is reading.

It is the right of every child to personally assist in the recitation, a right which is too frequently neglected in the hurry of work. To give it due consideration would insure greater interest, and at the same time do away with a whole class of grievances too commonly enumerated by parents to principals.

Expression

depends upon comprehension and feeling. If illustrative material is carefully presented until the thought of the lesson is understood, and time given to catch the meaning of sentences, few questions will be necessary; but when these fail, and the question is necessary, the reply must be given in a full sentence. To accept a fragmentary response is to defeat the purpose of the question. If you doubt the statement, make the experiment. Pupils should be encouraged to preserve their sweet, natural tones both by the voice of the teacher and by being afforded every means of practice in expressing sympathy, tenderness and love. These matters are brought out in the printed story.

The tones and expressions of the teacher should be imitated as the children recite with her such poems as:

How the Leaves Came Down,
O Little Town of Bethlehem,
Calling the Flowers,
The Children's Hour,
The Village Blacksmith,
Hiawatha,

and other poems of a beautiful character. The cultivation of wholesome sentiment is not the least part of a teacher's work.

One element of good reading I neglected to state above, and that is the matter of distinct and correct enunciation. Much reading is spoiled from a lack of knowledge of and practice in this most mechanical process. If children could have the benefit of pure example at home and in school, the mistakes of the street might be counteracted and vocal drill be unnecessary as a class exercise; but not one child in fifty is thus fortunately situated, while our ever increasing foreign population demands much work in teaching children how to enunciate correctly and then to give much practice in overcoming wrong habits.

A knowledge of a few of the laws of pronunciation is also necessary in order that children may become independent readers. To use the dictionary, later, in determining how to pronounce new and difficult words, a knowledge of diacritical marks is necessary. We will consider these three matters under the head of that much-abused term,

Phonics.

In the old time, when some of us were young, the laws of pronunciation were slowly but surely evolved from rows

of *a-b — abs*, *e-b — ebs*, *i-b — ibs*, *o-b — obs*, *u-b — ubs*, from *la-dy*, *sha-dy*, *ho-ly*, *lim-y*, *slim-y*, and the like. It was a long and wearisome way over to the intellectual excitement of "Do we go up? We do go up"; and yet another weary stretch to the pictures and fables at the back of the speller where we read of the sad fate of "Dog Tray," sympathized with the farmer who, "when kind words and gentle means failed, tried what virtue there was in stones," and had impressed upon us for life, that the decision in any case "depends upon whose bull is gored." But we learned how to spell and pronounce; worried our way through a first reader which lost interest as soon as we discovered what was in it; accidentally learned one day that books contain stories, and have ever since loved reading and good books.

Now the order is reversed, and the grind comes after the pupil has had a taste of the good things to come, and the experience of reading is not suspended while a knowledge of word elements is instilled. The two proceed together, and are not intimately related, so far as the child is concerned.

When the sentence is gradually dissolved into its parts through the discovery of the readers, and the words are reproduced in writing, the word comes to be seen as made up of parts, also. Spelling begins here, and a knowledge of the sounds which these represent follows as a natural consequence. This work occupies a portion of the recitation time for a year or more, according to the teacher and the ability of the children, and from that time forward, a gradual application of the knowledge thus acquired. The work involves a classification of common words which rhyme, as *ring*, *sing*, *wing*; *walk*, *talk*, *stalk*, *chalk*; *late*, *skate*, *mate*; *me*, *we*, *see*; *far*, *car*, *star*, *bar*; *when*, *then*,

pen, etc. Enough work of this description is done to evolve the few laws of pronunciation of the monosyllable.

The diacritical marks are taught, as also the vowel and consonant sounds. Words are divided into syllables during the latter part of the second, and the third year, for assistance in separating the word at the end of a line in written composition, as well as for assistance in pronunciation. During the latter half of the third year attention is directed to the accented syllable.

In all districts attention is given to the difficulties common to the neighborhood ; as in the pronunciation of words containing *wh*, *ch*, *j*, *y*, *u* and *er*.

The first efforts in spelling have been mentioned. In the phonetic work, the names of letters are learned by the close of the second term. Some attention is given to oral spelling from that time on. Some children are "eye minded," some "ear minded," and some "no minded," so far as spelling is concerned ; and in order that each may have the needed help, all methods are employed as occasion seems to require. The only reason for spelling lies in the requirements of written work, and of course the greater stress is placed upon written spelling.

(*St. Paul Reading.*)

A SERIES OF LESSONS FOLLOWING OBSERVATION.

THE PEA.

I.

We looked at the dry peas.
They are round and hard.
Some are white.
Some are light brown.
Each pea has a scar.
It was once fastened to a pod.
The pod grew last summer.

II.

We put some peas in water.
They soaked all night.
The soaked pea is softer than the dry pea.
The coat came off.
It was thin and white.
We could almost see through it.
The pea was in two pieces.
A baby plant was between the pieces.
We know what the two pieces are.
They are little cups.
The cups are full of food.
Baby pea is fastened to the cups.
She cannot get away.
Water makes the food soft.
Then baby pea eats the food.
She grows and grows.

III.

We put black earth in a box.
We made the earth soft and fine.
The earth is baby pea's bed.
We made holes in the earth.
We planted many peas.
We gave them a nice drink.
We said good night to them.
We covered the holes with earth.
We put the box in the sun.
Every day they will need a drink.

IV.

Baby pea is growing.
She has a little foot.
The foot is a root.
The root is her mouth, too.
She has eaten all the food from the cups.
Now she finds food in the earth.
She is a white little plant.

V.

We saw baby pea's head.
It is a bunch of leaves.
She has just come above the earth.
Her head droops.
Her neck is curved.
She is very small.
We are glad to see her.
We will give her water to drink.
Come, warm sun, and help her grow.

— *S. C. B.*

II.

HOW READING IS TAUGHT IN BOSTON.

SARAH LOUISE ARNOLD.

Supervisor Primary Grades, Boston.

The organization of the Boston schools differs in many ways from that which is to be found in younger cities, where the system is of recent growth and has been planned from beginning to end by a single central authority. In such a city, one might be able to characterize the method of reading or writing which prevails. Boston, however, is really an aggregation of cities, each with its history and tradition. Within its borders are "many men of many minds" and in its schools may be found many methods "of many kinds." In attempting to describe the reading therefore the writer can in no sense speak with authority in regard to all varieties of work, but can simply emphasize the characteristics of the most successful work which she has witnessed.

Primary reading in this city has passed through all known stages, and has had most of the diseases to which it is ordinarily subject. There was a time when the alphabetical method was used. That was in the dim past. The word method followed, and became so active that it displaced nearly everything else. It was good so far as it

went. It taught the children to see the words as wholes, to recognize their old familiars upon new pages, but left them helpless when they encountered a strange word. They must be tied to the teacher's apron string.

In order to cure this defect a phonic system was strongly emphasized, and in the reaction was made the basis of learning to read. The Leigh type was used for a season, with its special and particular signs and marks; so the pendulum swung again towards formalism, but the children learned something of self-help. Boston has Quincy and Chelsea at her gates, and therefore could not fail to share in the advantages of the "objective method" and the "thought method." All of these have been attempted in greater or less degree by all teachers, some carrying the single phase to an extreme, and others selecting such elements as seemed particularly helpful in their own classes.

It has come about, therefore, that an eclectic method prevails in nearly all primary schools. I shall briefly outline its characteristics. First, an attempt is made from the beginning to give the children some notion of the purpose of reading, so that they will care to learn to read books. Stories are read to them, to show them what books may contain for their pleasure. The material which is chosen for the early lessons is, as far as possible, that which is interesting to the children, every sentence containing some thought worth getting. Just as a child cracks a nut to get its kernel, he works out the meaning and is willing to work. Second, the first vocabulary deals with objects familiar to the children, and the first sentences are made to express the children's thoughts about these objects. For a season, the thought method, so called, predominates, the

object being to help the children to realize that reading is thought getting.

After a few weeks of such reading, where the main attempt is to interest the children in simple sentences which they can master with the teacher's help, and so seem to read, there begins a deliberate classification of the type words of the vocabulary, with a view to making the children masters of the elementary sounds. This work in phonics is widely different in different schools. Some teachers make a small vocabulary of type words which the children learn "to sound" during the first half of the first school year. Others teach first the sounds of the consonants and short sounds of the vowels, and then combine them in the common typical monosyllables. Still others work with the syllable elements as,—*an*, *at*, *ing*, *ack*, etc., teaching these without analysis as wholes, and from them building the families or groups of words which rhyme. Teachers are advised to consider this exercise as word study only, keeping the term "reading" for the exercise in which the child actually reads, and thus avoiding the common mistake of accepting an exercise in mere word pronouncing under the name of reading. Phonics are a help to pronouncing words, and should be taught, in order to make the child independent in recognizing new words; but word pronouncing is but a single element of reading, and is worthless except as it serves as a means of thought getting. A child reads only when he gets the thought.

As soon as the middle of the first year, we find the first grade children able to give the sounds of the letters separately, to recognize common type words, to give them definitely, and to read several sentences at sight if their vocabulary is familiar, or to dig out the meaning of a sen-

tence by the aid of phonics. Several primers and first readers are available during this year, and lessons are selected according to the children's ability and need. The day's exercise in reading usually includes first, a study of the new words which will occur in the unfamiliar lessons; second, study and reading of the new lesson; third, review, or supplementary reading; fourth, drill in sound.

A most valuable accompaniment of the reading lesson is the language lesson, which may be frequently substituted for the reading lesson during this first year. Just as a teacher helps a child to master the form and sound of a word through the study of phonics, she presents the meaning of unfamiliar words in the language lesson. It often happens that children fail to get the thought in the sentence because their experience is so limited that even the simplest words present no idea to their minds, or a vague idea at best. The lesson which describes a hen, means nothing to a child who has never seen a hen. A lesson upon the cow is barren of interest to a child who has spent his life in a tenement house and street alley. It is absolutely necessary to supplement the children's experience by lessons which give them new thoughts and so fill with meaning these sentences which are simple to us but difficult to them. Side by side with the reading lessons therefore go the lessons upon plants and animals, talks about pictures,— stories,— poems,— and songs,— with visits to the blacksmith or the baker, walks in the parks or fields. By such means, the children are helped to clear notions of life about them. Whenever the reading lesson presents an idea which is foreign to the children, the teacher should attempt to add to their experience at the same time that the word is added to their vocabulary. It goes without saying that in

no other manner can the word become the child's own possession. It may be pronounced as a part of the lesson, but it has no excuse for being except as it stands for something in the child's own experience.

There is great diversity in detail in the teaching of reading in the Boston schools, but in general the above plan is followed by the most successful teachers, and, consciously or unconsciously, it is followed by every child who learns to read. The path is shortest where the elements of strength in the various methods are recognized by the teacher, and so combined as to meet the immediate needs of her class. The clearest and most definite work is done by the teachers who consciously lay before the children the mastery of books as a goal.

These teachers insist upon using good literature from the beginning. They read to the children from the best books; they study with them memory gems chosen from the choicest literature; they lead them as soon as possible to the fairy tale and fable, as well as the poem. Learning to read is made subordinate to reading. Word pronouncing as an end is no longer esteemed, but from the very beginning, as far as possible, the child is made a book-lover.

III.

HOW READING IS TAUGHT IN INDIANAPOLIS.

AMY B. ALGEO.

The autumn, when so many children enter school for the first time, is surely the ideal season for introducing the little ones into the mysteries of the written language — to give them the key by which they may eventually gain admittance to the now locked up treasures of literature.

All children love the gorgeous fall flowers, the gaily colored leaves, the nuts and the curious and wonderful seed vessels which are so abundant then. It requires little effort on the part of the teacher to get enthusiastic response after putting a flower or a bright leaf in each hand.

For several weeks the lessons should be purely conversational. The child brings but one accomplishment to school — his power of oral speech — and that should be fostered and put to service. In the home the child knows no fear in expressing himself. Why should his lips be sealed when he enters school? Freedom of speech and progress are interdependent. Freedom of speech, however, must not be confused with license. The child must be carefully guarded from falling into the habit of saying meaningless nothings, simply for the sake of talking.

In the conversation lessons, no attempt should be made to reproduce the sentences at first. The conversation should be confined to the general appearance of the leaf, flower or nut — no study of parts being made or botanical terms given.

It is a good plan if one has several classes to let one class give special attention to flowers, another to leaves and another to seeds, so that the classes working at the seats may not hear the lesson to be recited later and so weary of it. In connection with the conversation lessons the story should be brought in and here again is shown the advantage of having a slight distinction in the work of the several classes. The class studying leaves may take Henry Ward Beecher's beautiful story of the "Anxious Leaf." The flower class may have "How West Wind Helped the Dandelion," while the seed class has the story of "Little Acorn's Friend," so that each class has a center of interest around which all the work revolves.

After the child has become perfectly free and unconscious of himself the next step is to introduce the written sentence. The child talks in sentences and will grasp a written sentence with more ease than a word. He expresses his thought, then sees it in tangible form before him. His interest in his own expression leads him to take up with zest the work of mastering the symbols by which it is put in tangible form. Beyond question children who have been started with the sentence method show greater facility in the use of both oral and written language at the end of the second or third year of school than do those who have begun with the word or alphabet method.

In taking up the written sentence a child may give the sentence, "My leaf is red," and the teacher says, "I am

going to have my chalk write just what Elsie said," at the same time writing the sentence on the blackboard in large, clear script. All reading should be from script for at least six weeks and even after the transition to print is made, the script work should not be dropped. *All* blackboard work should be in script.

Several similar sentences may be given. "My leaf is yellow." "My leaf is green." "This leaf is brown," etc. At the next lesson the teacher may place these sentences on the board and let Elsie find hers, John his and Mary hers, etc. Again the sentence "My leaf is yellow" may be written and one child allowed to find from a collection of leaves the one just written about. Such exercises may be kept up until the children are able to read a dozen or more sentences, such as, "I have a seed." "I see a flower." "I see a leaf." "I have a nut." "My leaf is green." "This flower is pink." "My nut is brown." "The seed is black." "I have a red apple." "I see a yellow peach," etc.

The next step is to have the child recognize the words in the sentence. To aid in this it is well to have a list of words already used in the sentences on a side board; to have them written with a rubber pen on pieces of cardboard. Colored crayons and circles of colored paper pasted on cards are useful. But above all have quantities of leaves, flowers, fruits, nuts, etc., at hand.

Let one child read slowly a sentence such as "I see a leaf," then ask if someone can get a pretty leaf and hold it under the part of the sentence that says *leaf*. Let another child draw a line or a picture of a leaf under the part that says *leaf*. Another may find a card with the word leaf on it, while still another may take the pointer and find the word leaf in the list on the side board. As it is quite a

step for the child to carry the word in mind while he walks across the room and picks it out from among other words, it is best not to have too long a list at first. The list may be added to, and arrangement changed from day to day. The sentence, "I see a red leaf," may be written and a similar exercise on the word *red* given. Then the sentence may be changed to "My leaf is red" and the words *leaf* and *red* found and pointed out. In a short time the children recognize words readily and the reading becomes very interesting. Increase of power means increase of interest.

The flash writing plays an important part in the child's progress in reading. If no other time can be given to it a part of the reading time may be profitably given up to it.

It is certain that after a child has attempted to write a word it is more firmly impressed upon his mind even if the attempt has been a failure, as it probably will be at first.

The word *red* (or any word) may be put on the board in large, clear writing. The children are then asked to be photographers and take its picture. The word is erased and some child takes the crayon and writes the word. The first attempt will probably result in up and down marks and loops, but in an incredibly short time the child will be able to reproduce almost any word he uses. It is best to give several words as *green*, *leaf*, *nut*, *seed*, etc., without waiting until one word is perfectly written. At first nothing is said about the form or size of the letters, but after the word has been fairly well written it may be remarked incidentally that *l* and *f* are the same size and that *e* and *a* are the same, while *l* and *f* are twice as high as *e* and *a*. Care should be taken that the child moves along the board as he is writing so as to keep his chalk in front of him. Otherwise his

writing will run up or down hill. No lines should be on the board. This flash writing is a great help in learning new words and fixing old ones. It is of great assistance until the child becomes independent in the use of phonics.

All the time the sentence reading and flash writing have been going on the story should have an equally important place. All children love the story. It may be the center of interest around which all other work revolves — the songs, games, morning talks, etc. It should be begun the first day of school for it is the royal road to the child's confidence. The story has a wonderful formative influence on little children. It instils a love of reading, develops a taste for good literature, cultivates the art of speech and wonderfully increases the child's vocabulary. It broadens his sympathies, perfects his judgments, leads him to see the happiness that comes from giving and doing for others. In the story of the "Wind and the Sun," what child will not see that it was not the victory so much as the way in which the victory was won that made the Sun the stronger. In Hans Andersen's "Story of a Pea Vine," it was the quiet, contented little pea that did the most good and had the most wonderful life come to it.

The story gives the child a standard on which to base his conduct and actions. I have seen the atmosphere of a whole school changed by the influence of a story. I have seen the stolid face of a little German girl transformed and beautified by the influence of Andersen's "Story of a Pea Vine." To obtain the best results the story must be told — not read. The teacher cannot put her whole soul into the story which she has to glean little by little from the printed page. The enunciation should be distinct and the intonations sweet and clear, for unconsciously the child

follows the model set by the teacher and will eventually throw off harsh intonations and slovenly habits of speech.

After the story has been told by the teacher, several days may be profitably spent in discussing it in all its bearings. At the close of each discussion the story may be retold by the teacher. Never force the child to use any set words. If his ideas are clear and definite he will unconsciously adopt the language of the story and before long reproduce it word for word.

As soon as possible the simple outline of the story may be given in sentences for reading lessons. These may be reproduced by means of the printing press. As the child gains power in self-helpfulness from his work in phonics the reading lessons from the story may be longer and more in detail.

Up to a certain point the child takes new words as wholes very readily, but as new words multiply the child becomes confused. He forgets the words he learned several days before and the only way to help him is to tell him the word again. This, if continued, would make him dependent — the very thing we are most anxious to avoid and the only way to avoid it is to give him thorough training in phonics.

Each teacher must decide for her class when it is ready to begin the "sound" work. Some classes are ready for a vigorous attack on phonics at the end of six weeks of school work. Other classes starting at the same time may not be ready for several months. For some time before the formal start in phonics the teacher should be training the ear of the child. This work may be introduced as a game. Elsie may bring me a *b-o-x*. John may *r-u-n*. Tom may *h-o-p*. Mary may get a *c-u-p*. The dog can *b-a-r-k*. The

flower is *r-e-d*, etc. One child may give directions in like manner to be carried out by others in the class.

About the time that work in phonics is commenced the transition from script to print may be made. A few sentences may be written on the board with the printed words directly under the written ones. A list of written words with the printed words under them may be placed in a conspicuous place for a few days. A few minutes a day may be spent in pointing first to a written word then to the same printed, etc. If the vertical writing is used the change is so slight that the children can read with equal facility either print or script in a few days.

When tolerable facility has been gained in recognizing words which have been slowly pronounced by the teacher, a word may be printed on the board and slowly pronounced as printed, as *n-u-t*. What part of this word says *n*? What part *u*? What part *t*? Then the word *s-u-n* may be printed and pronounced. What part of this word says *n*? *u*? *s*? As many words as possible should be given which involve the use of a limited number of sounds — new ones being given from time to time as the child gains power. Care should be taken at first to give only one sound of a letter — short *a*, *i*, *o*, *u* and long *e*. As the child becomes more self helpful and more sounds and combinations of sounds can be given he should also have a few of the simpler rules of phonics. As *e* at the end of a word is silent and usually makes the vowel in the middle long, as in the word *take*.

When two vowels come together as *ea*, *oa*, *ai*, etc., one is usually long and the other silent. *Y* at the end of words of one syllable is like long *i*. The combinations *ch*, *wh*, *th*, *sh*, *ow*, *ou*, *or*, and *ar* should be given. Diacritical marks

are of comparatively little value. Either the child pays no attention to them or if he is trained to use them he finds himself at a loss if he opens a page on which they are not used.

Indianapolis believes that the sentence method is the one best suited to the needs of the child in his first attempts in reading. The child is subjected to less waste by this method. He is at once given something to read. This method is followed by the word and that in turn by the phonic. This does not mean, however, that when one method is taken up the others are dropped. The three are interdependent and there should be a constant moving back and forth among them.

Indianapolis also believes that all children are not endowed with the same degree of ability. It is not said to any first year teacher, "Thus far shalt thou go." Each teacher is given the utmost freedom with certain limits. And this is wise, for what one class may accomplish in a month another class may take three, yes, four months to do. But we are not engaged in turning out so many clothespins all of the same pattern, and if the child's individuality has been developed and strengthened, then the time has not been wasted.

The schools of Indianapolis are especially fortunate in having an elastic program and course of study for the first year, and results have proved that no mistake was made in allowing this freedom.

(Reading in Indianapolis Schools.)

THE CROW AND THE PITCHER.

Part I.

Were you ever thirsty?
So thirsty you could think of nothing else?
One day a poor crow was very thirsty.
He could find no water anywhere.
He was not able to fly any farther.
He saw a large pitcher on the ground.
"There may be water in it," he said.
"I will go and see."

Part II.

There was water in the pitcher.
But there was very little.
The poor crow could not reach it.
"Oh, what shall I do?" he thought.
The sight of the water made him so thirsty.
"I might break the pitcher," said he.
But the pitcher was too strong.
"I might tip it over," he thought.
But the pitcher was too heavy.

Part III.

Poor little crow.
But he said, "I will not give up."
"There must be some way to get that water."
"I will try until I find it."
At last he flew away.
Do you think he gave it up?
No, indeed! He was a brave little crow.
He was bright, too.
I will tell you what he did.

Part IV.

Soon he came back.
He had a little pebble in his mouth.
He dropped it into the pitcher.
Again he flew away.
He came back with another pebble.
He dropped this into the pitcher.
"It will help bring the water to me," he said.
Was he not a bright little crow?

Part V.

He flew away again and again.
Each time he brought back a pebble.
Each one made the water come a little higher.
Each time the crow tried to reach it.
He was getting very tired.
But he did not give up.

FIVE PEAS IN A POD.

Part I.

There were five little peas in a pod.
They were green and the pod was green.
They thought all the world was green.
The sun shone and the rain fell.
The pod began to grow and the peas began to grow.
They began to think about leaving the pod.

Part II.

"Must we stay here always?" said one.
"I should like to see outside," said another.
"We shall get so hard," said a third.
"Let's run away," said the fourth.
The fifth little pea said nothing.
The sun shone and the rain fell.
Soon the pod began to turn yellow and the peas began to turn yellow.
"All the world is turning yellow," said they.

Part III.

A boy came along.
He picked the pod and put the pods in his pocket.
"Here are five peas for my shooter," said he.
By and by he shot one.
"Here I go," it said. "Shall I never stop?"
Soon it fell and rolled under a leaf.
The boy shot another.
"Up I go! I shall never stop." But it too fell and rolled away.

Part IV.

The third fell as he was about to put it in his shooter.
The fourth fell into a gutter.
It lay in the water.
It swelled and swelled.
It thought there was never a pea so large.
But what became of the fifth — the little one that said nothing?
It fell in a crack by a window.
It lay in some moss and earth a long time.

Part V.

By and by a change came to it.
Two little leaves grew up.
A little root went down.
There was a bright little pea-vine.
It grew and grew.
It got so tall it could look in at the window.
One day it looked in.
It saw a little sick girl.
She was so glad to see it.
She petted and cared for it.
At last she was able to go out.
That day the pea-vine blossomed.

IV.

HOW READING IS TAUGHT IN BROOKLYN, N. Y.

ELLEN E. KENYON WARNER.

THE AIM in teaching reading in Brooklyn is general culture :

1. By lively exercise of the faculties.
2. By early acquaintance with literature.

In the beginning, the mechanics of reading is put foremost, and the chief immediate educational gain is in the exercise of faculty upon the phonetic material furnished the children—an exercise which is made extremely pleasurable.

Later, and as fast as the growing reading vocabulary permits, the delights and elevating force of literature creep in.

THE METHOD is a combination of the word and phonetic methods that has been evolved by Superintendent Ward out of a careful analysis of the causes of failure in previous adaptations of phonics to the teaching of reading and from experiments based upon that study. It seeks the greatest economy in gradation of work and in relatedness and stimulative character of exercises, so as to promote in the most rapid manner possible a mastery of English word recognition.

Professor Ward defines reading as "thought getting through word getting," and holds that word getting is a necessary preliminary to thought getting. Also that children should not be limited for any protracted period to the meagre reading vocabulary which is imparted by the word method unaided, or crippled beyond the very earliest stages of their reading for lack of a "key" with which to unlock the unknown word, the possession and ready use of such a key being the first requisite of a reader who is to "get the thought." And, furthermore, that little readers should not be confronted with text for which they have no such key, lest they develop a fear of strange text and acquire laborious and mechanical habits of word getting without thought getting. In these words he describes his system :

"The rational method is a peculiar combination of the sentence and the phonetic methods. It utilizes each for that part of the work to which it is particularly adapted. The sentence method is used first as principle, because of its value in developing a habit of reading thoughtfully, and afterwards as auxiliary, to remedy the short-comings of the phonetic method and increase the stock of word phonograms. The phonetic method which is introduced by easy stages during the ascendancy of the sentence method finally becomes itself the principal means of growth and progress. Its proper use develops great power, while it supplies the key which the other is inadequate to give."

Innovations.

Technical Terms — A few terms peculiar to the system are defined as follows:

Phonogram — A written or printed representation of a sound, either simple, or compound, as, *f*, *s*, *l*, *ing*, *ight*.

Sight Word — A word that has been taught as a whole, and is therefore recognized by sight alone.

Phonetic Word — A word to be read by means of its phonograms.

Sight Reading — The reading of sight words, either singly or in sentences.

Simple Phonogram—A phonogram containing but one letter, as, *s*, *e*, *o*.

Compound Phonogram — A phonogram containing more than one letter, as, *ight*, *ness*.

Word Phonogram— A sight word used as a phonogram in a longer word, as, *and* in *sand*; *he* in *heap*.

Principles.

1. The presentation of the sounds and their symbols in an order that involves grading from the easy to the difficult.

2. The teaching of an initial stock of phonograms before any phonetic reading is done.

3. The training of the ear in the perception of phonetic blends before phonetic reading is begun.

4. An extensive and systematic use of word phonograms and other compound phonograms in making long words practically short, as *l ight n ing*.

5. A careful grading of the phonetic words used, beginning with words having not more than two phonograms.

6. A gradual introduction of the phonetic words into the sentence reading, beginning with one phonetic word to a sentence.

7. Separate daily drills in the quick recognition of the phonograms and the reading of simple phonetic words.

The Method in Practice.

You would not know a Brooklyn class from any other bright one in listening to the earliest reading lessons. If the teacher has the word "my" to teach, she tries to induce the *idea* "my." If her first efforts fail, she possibly takes hold of Johnny's sleeve and asks: "Whose jacket is this, Johnny?" and if Johnny answers, "Me brother's," she tries something else.

In incidental correlation with the "thought studies," when both can be strengthened and neither hindered thereby, but without special effort in this direction, the vocabulary of the Primer, Part I. (eighty-three words), is taught, this part of the work being completed, usually, in about eight weeks.

The teacher regards this vocabulary as so much reading material, to be got into the child's possession as rapidly as possible; and, in order that it may enter his mind *as* reading material, the words are always taught in short sentences. They are taught in a different order from that of their introduction in the book, so as to avoid the use of book sentences on the blackboard. The script form is used in this earlier work. The teachers produce as many different sentences as they can from the words known at any given time, so that the children may have a great deal of varied practice.

Each sentence is scanned before being read aloud, the pupil thus assuring himself of his ability to say it all. At the first sign of hesitancy, he is checked and made to see that he did not study the sentence enough to get its meaning. It is almost impossible under this system for a pupil to acquire the habit of stumbling over his text.

A whole class of simple plurals and other words ending in *s* are taught almost at a stroke. For instance, the words, *apple, boy, day, egg, give, play, come,* etc., being known, the teacher writes them all on the board together and adds *s* to each. After a single exercise upon these augmented words, all such words are taught simultaneously with and without the *s*. A similar method introduces all the *ing* words, such words as *giving* being avoided at first because of the necessity of dropping the *e*.

Psychic Causes Physical Activity.

While this word teaching by the sentence method is going on, another and quite different line of work is proceeding with equal earnestness. This is the preliminary phonetic work, and in it the children rise to the white heat of interest.

Imagine, if you like, that all the infant classes in the Brooklyn schools take their morning lessons in phonetics at the same hour (which they do not, of course) and that every child in all the classes is "wanting to tell" and energetically expressing his desire by a gesture of the hand, outstretched toward the blackboard. This is scarcely an exaggeration of what *might* happen as a result of some preconcerted understanding emanating from the superintendent's desk. But not at first. Thought has to be waked up before such general and lively interest becomes an actuality among the little ones.

And this is how it is done.

The mechanical drill in (*a*) recognition of phonograms and (*b*) perception of blend is kept separate from the sentence work, begun at the beginning of the first term, conducted daily, and so managed as to make it a very brisk

competitive exercise. A few minutes a day in each of these lines of drill suffices to insure rapid progress, because of the careful grading of the work.

The first phonogram taken is *f*, because its sound can be prolonged for ear study and blends easily with whatever follows it in the words that are subsequently taught. After it come *m*, *n*, *l*, *r* and *s*, chosen for the same characteristic.

For the first lesson, the teacher writes *f* on the blackboard and gives the sound, which the children repeat several times as she touches the symbol with the pointer. As often as convenient during the day, between other exercises, she points suddenly to the letter or makes another like it and the children give the sound. Before the day is out, some have learned to watch for the signal and have the sound ready.

The next day, a second letter and its sound are similarly taught. There is now a field for comparison, and the letters are alternated with as much variety of call as possible. The spirit of a game already begins to develop.

The call being sprung upon the class at odd moments during the day, an alertness is cultivated which is never allowed to wane during the phonetic course, but kept growing, to the benefit of other studies and the general quickening of the mind.

Very soon the word-building begins. The word *fan* is taken first. The teacher writes it; covers the *an* and asks what the *f* is; covers the *f* and asks what the *an* is; covers both and has them recalled; encourages the children to put them together; helps them as much as is necessary, prolonging the *f* sound.

Man and *ran* follow. (*An* is a sight word, taught in the sentences and afterward used as a phonogram.) These

word-building exercises do not differ in the manner of giving them from similar exercises in other systems, save that, the teacher's prominent thought in connection with them being to train the ear in perception of the blend, she approximates a given order in her selection of words for the purpose, proceeding from blends that are easy to those next in difficulty.

Long after some children have caught the idea of blend and can put difficult sounds together smoothly in words, other children in the same class find the joining difficult. But these slow ones are not allowed to lose heart. Indeed, they are clever if they discover their own slowness, for the teacher keeps practicing them upon work that they can do in such a lively manner that it is not noticed that they are selected for all the "easy ones." The constant review that is kept up affords plenty of material for this generous practice.

Thus fearfulness and the sense of dullness never develops to diminish the interest of any in the phonetic work. The result is a steady growth of power for all. And so much *more* practice is given to the weak than to the strong that an evening up takes place as the work proceeds and a remarkable unanimity of result marks the close of each term's effort.

A device that greatly assists in the cultivation of briskness is the set of phonetic cards, issued with the books that embody the system. These bear each one phonogram, in script on one side and in print on the other.

After a general exercise or two in quickly showing the cards and withdrawing them, while the class names the phonogram seen, individual and general practice are combined in this way: The children rise, a row at a time, and

each is given a chance to name a phonogram produced for him. If he fails to name it *instantly*, the teacher gives the sign and the eager class responds. It is no disgrace to miss, but each pupil is ambitious to catch his phonogram "on the fly," and not have it taken from him by his classmates. Two or three minutes amply suffice to thus exercise a class of fifty. It has been done in one minute. The training in attention is found invaluable in its effects in the other studies.

In the ear training, an old and familiar device is used at the start very helpfully. It is to tell a story and stop at some of the easy words to say them analytically, as *n-ail*, the class repeating the word as a whole to show that they know what it is. It will be noticed that in this exercise, the teacher does the analyzing and the pupil the synthetizing. In some of the older phonetic systems, the children were compelled to dig and delve for their phonetic material, themselves breaking up the words in which it was to be found. This was found so difficult an operation that teacher and pupil were often discouraged, the acquirement of the *power to read* was delayed, and phonetics fell into disrepute. In the Brooklyn system, the phonetic building blocks are given the children all ready for use, and their energies are all directed to the mastery of the blend.

From Script to Print.

The transition is made very easily by simply turning to the printed Primer after its words have all been taught in script. But little blackboard help is needed. No new words are taught until Part I. of the Primer has been read through. In this book, abundant repetition of *all* word forms used is made the main point. As much as possible,

successions of sentences referring to the same thought are given, but the "story" idea is never permitted to interfere with the essentials of practice.

An illustration of the wise progression observed in the system may thus be given:

A set of teachers in a certain school were asked by their principal to put their classes to book reading before the appointed time. One of the teachers "begged off," asking a week longer in which to complete the preparatory work. This teacher, by the end of the term, had taken her children through five miscellaneous reading books, not of the system, while her mates had completed but three.

Simultaneously with the print reading, the blackboard work goes on, phonetic words being introduced into the sentences. Scanning precedes reading aloud in every instance. If the pupil needs help, he discovers the fact during this silent study of his sentence, and the class gives it. Blundering is thus reduced to the minimum, and the natural tendency to carelessness that characterizes some pupils being checked in the reading lessons, disappears in a measure from all their work.

By the time Part I. of the Primer is finished (this is called the "second stage of the work," and requires about three weeks) the children have become used to finding marked words in their script sentences and are not frightened at their appearance in the print. Part II. of the Primer introduces them, at first only to a sentence. After this, new words or new phonograms are taught in each lesson in the books, until a point is reached where a general review is found desirable, when less preparatory blackboard work is done and the book reading proceeds more rapidly. More and more frequently, it is found possible to

widen the text out into a little nature lesson, dialogue or story, but this is never done at the expense of *ample practice upon words and phonograms*, new and old, the aim of the system being to impart as rapidly as possible a key to *real* literature, which begins to make its appearance in the First Reader and comes in greater abundance later on.

Dicipline.

It would give the martinet teacher bad dreams to see the commotion of interest that characterizes a recitation in phonetics in a Brooklyn baby class, and to hear the eager whispering with which each baby vocalizes to himself in a preparatory way the word he is anxious to tell. A thoughtful observer, however, could scarce help remarking, "Why, these children are not listening to their neighbors. They are not leaning. They have no idea of borrowing their seat-mates' glory. The whispering cannot be regarded in the ordinary light of 'communication.' Each midget is so intent upon getting the word for himself as to be oblivious of all 'help.' The whispering is a natural expression of concomitant activity, and helps them to form the word in thought and hold it while waiting for the opportunity to tell it. It is a freedom most wisely allowed."

Completion of the "Key."

With each new set of phonograms, there is given in the manual of instruction to teachers a list of words falling within the ordinary vocabulary of children that can be read by means of the phonograms just given, in combination with all that precede. These lists have been made as comprehensive as possible, under a diligent search of the dictionary, and the teacher need not go outside them for her

practice material. Progressive practice in making out the words of these lists by means of the given phonograms imparts the power to read English text independently. That this mastery is acquired rapidly is shown by the ease and fearlessness with which second-term children turn from their own reader to others of its grade.

Thorough work is made of it. Such difficult combinations as occur in *blew* and *glue* are *practiced upon* when they come, not lightly skipped or passed by. All difficulties are carefully reserved until their turn arrives in the order of grading, but nothing is shirked.

The last thing to do is to drop the phonetic marking. This is done gradually. The Third Reader contains but little of it. And by this time, the little Italian baby who proudly answered "deng!" when his teacher asked him to repeat *ing* after her and the smiling little girl who persisted to the point of tears in giving "bladling" as her nearest approach to "badly," having learned to *hear* the phonetic constituents of words and to enunciate distinctly.

Individuality in Teaching.

Besides the devices prescribed in the manual for insuring interest and a rapid progress, the teachers use others of their own.

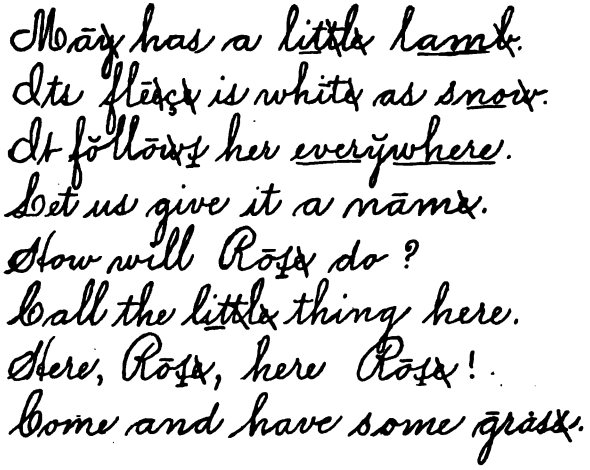
Some add to the phonetic cards furnished with a manual a similar set for drill in the recognition of sight words. These are made by themselves, and each bears a word in script on one side and in print on the other.

Some illustrate their blackboard lessons with pictures hung before the class, or (what the children love better) with blackboard sketches.

Some use the hektograph for the reproduction of certain lessons in sufficient numbers to go round the class.

Some do not mark the words in the blackboard lessons until the children have told which words need marking. This gives the bright ones opportunity to read the new words without the help of the marking, as all must eventually do.

A blackboard lesson, when marked, looks like this :



While the book matter is necessarily condensed, it being essential therein to accomplish within a given compass a certain amount of repetition and review of words and their elements, the teachers, in their blackboard lessons, are free to expand into all the pleasantness their sympathy with the children may suggest. Thus many of the class-made lessons are exceedingly bright. For instance, the following, illustrated by excellent blackboard sketches:

Kitty wants to catch the bird.
The window is open.
Ponto is by it, looking out.
He likes the dear little bird.
Kitty creeps up softly.
She is about to pounce upon the bird.
But Ponto sees her.
He catches her instead.
The little bird flies off.

"What time is it, Mr. Rabbitt?"

"I think it is breakfast time. I am going to take this cabbage home. I shall cook it for dinner."

"You must be quick then. It is going to shower soon."

"Oh, dear! I shall hurry away. I don't want to wet my new umbrella."

Mrs. Goose has no umbrella. But she is glad to have it rain.

Brooklyn has illustrated in its class rooms Professor Ward's method of teaching reading for the benefit of many visitors, and its teachers have been called to other cities to explain the system by lecture. A class of nine children was recently taken by Mrs. Gordon L. Warner as far as Hackensack, N. J., to illustrate such a lecture. The children had done but one term's school work, attending during the first five months as "afternoon scholars," two hours a day, and during the second term as "morning scholars," three hours a day. The following sentences, prepared in advance by the teacher, but new to the children, were given :

Alkali Ike is the name of a western gentleman.
We can read Sanscrit, if desired.
Latin words, too, are given with ease.
But we are American boys.
We intend to be clever.
You may catechise us, if you care to.

So the amused auditors, who didn't want to be incredulous, but could scarce help it, proceeded to "catechise." The words Connecticut, Vermont, Maine, President McKinley, teacher, principal, Mr. Ingalls, Head of Department, Georgics, Hackensack, Psyche and others were given.

The children had to be excused from attempting Georgics, not having reached the soft *g* in their phonetic course. The other words offered no difficulty. Some of them were given in the following sentences :

Hear us say Connecticut. Know you the state of Vermont? Maine is noted for big forests. We know who is President. He is President McKinley. The battleship "Maine" was lost. She was an American ship. Near Havana she was lost. They called her a man-of-war.

V.

HOW READING IS TAUGHT IN KANSAS CITY.

JOSEPHINE HEERMANS.

Principal Whittier School, Kansas City, Mo.

While I shall speak for Kansas City, there may be in the length and breadth of the town other methods used, but in so far as I know, the following is the one pursued:

In accordance with the Missouri law a child must be six to be of school age. He may then enter the kindergarten or the primary department, as the parent elects. In many schools there is a primary room that enrolls beginners, and another that takes the children who have spent a year in the kindergarten. In the latter case the children are a year older than those in the same grade whose parents for some reason do not wish to enter them in the kindergarten, but they do the same work. We are watching the results from both quarters very closely. Enough time has not yet elapsed to speak with certainty as to the relative advantage the child trained in the kindergarten has over the one with no such training.

The children being six or seven years of age, as the result of the above condition, we begin to teach them reading when they enter the primary grade. The room is full, of course, say fifty. The sheep are not separated from the goats — in other words, the teacher has as yet no idea how

many of these fifty will work into the higher class, the middle or the chart class (called "chart" to avoid calling it the "low" class). She begins, however, the first day to form an estimate of the pupils' aptness, and by the end of a week she has them in three divisions — that she may handle them more easily. These divisions are constantly changing their *personnel* during the first month, at the end of which time each becomes more settled. The slowest pupils must have more time than the more receptive ones. Once in our experience we had no chart class. In fact, we had no middle class, but had two divisions of the same work. The children seemed even in their ability.

The first morning the teacher writes upon the blackboard the following: *f*, *l*, *m*, *n*, *r*, *s*, *ā*, *ē*, *ō*, *ing*, *ings*, *ight*, *ights* — these thirteen phonograms — called so because they represent a sound taught as a unit. She writes them on the blackboard and she has them on big gay cards that she holds before the pupils; and maybe she has birds on the blackboard, each carrying in its bill a phonogram — any way, every way, to make them interesting. These phonograms are sounded, no letters are pronounced as such. With these and all other phonograms it is necessary that the teacher be like Chaucer's parson — "first he wrought and afterward he taught." She must be able to do, to sound them correctly herself before she teaches them.

Three lines of work are carried on from the first day:

1. Sight Reading.
2. Drill in Phonograms.
3. Ear Training.

Sight words are taught a few each day until the whole list, eighty-three words, are recognized easily. On or by

the seventh day they know *I, ail, boy, see, eat, Jack, to, too, two, do, does, Do, milk, egg, See, see, an, A, are, at, like, fruit, cow, me, good, apple, dog, girl, water, drink, looks, you, can, old, any, a.*

Each day, beginning with the first, sight reading is introduced by means of little lessons written on the blackboard in script, like this:

1	2	3	4
I see.	Do see.	Do you see?	Do see Jack!
I see you.	Do see me.	Do you see me?	Does Jack see me?
See me.	Do see Jack.	I see Jack.	Jack sees you well.

This lesson is based on the word *see;* others are on *eat, look, drink*, etc. *Am, are* and *is* are hard to remember, and much drill in sentences in script on the blackboard is necessary.

Is Jack a dog? He is not.
He is a boy. You are a boy.
I am Jack. I am not a dog.
I am not like a dog. I am like you.
Is the girl well? The boy is not well.
Is the fruit good? Fruit is good to eat.
Eggs are good to eat. Water is good to drink.
Bread and milk is good, too.

The whole class looks at the board, whispers the whole sentence together, the teacher calls on Ben or Harriet, or perhaps the whole class, to read it aloud. This mental preparation is valuable. The teacher hears the whisper and corrects any word wrongly called.

Long after this, when pupils have finished primer and first reader and are using the second reader, they continue to prepare mentally the whole sentence before reading any of it, and if they then halt or "call" a word we say, "Now you have prepared your sentence — please read it."

The phonograms spoken of in the beginning of this article, *f*, *l*, *m*, *n*, *r*, *s*, *ing*, *ings*, *ight*; *ights*, *ā*, *ē*, *ō*, are drilled upon for two or three minutes several times each day for about eight weeks. No letter names are taught during the first half year. After eight weeks, gradually, the following phonograms are:

taught: ṣ. ē, ȳ, k, t, (as terminal), p, t, pl, pr, tr, e, k, cl, er, During the last half of first year ă, ic, ick, ip, im, is, w, ĕ, est, less, ness, d, (as terminal) ḋ, ed, ç, ŭ, un, sh, ish, v, ĭ, y̆, ly, ch, d, b, bl, br, a, e, i, o, u, (obscure) th, n̲, ḡ, gl, gr, ġ, j, ạ, ô, h, wh, ou, ow, ọ, ụ, eụ, ọ, ụ, ful.

The second year ä, ȧ, ãr, ẽr, ẽar, ĩr, õr, ũr, ȯ, oi, oy, ū, ew, ure, âr, âir, êar, êir, x, ex, ex, q, qu, z, y, ĭ, ạ, ẹ, ph, gh, c̄i, c̄e, s̄e, s̄i, t̄i.

(These phonograms appear in script because of the phonetic marking.)

This work is a slow and gradual one, and each day during the two years a drill lasting five or six minutes in

all the phonograms must be given. Unsystematized phonics are chaos. It is as easy to begin to teach sounds on the first day as to begin to teach letters as in the past, and much more rational. The diacritical marking is simplified by means of the sight word which is taken as a whole, as t-*each*-er.

Beginning with the first day the ear training begins. A sight word, say *ail*, is written on the blackboard and quickly the teacher places *f* before it — sounded, remember, not named; *f-ail*, *m-ail*, *n-ail*, *r-ail*, *s-ail*, the successive sounds being uttered rapidly but separately.

1		2	
f-ail	f-ail	m-ail	f-ill
f-ails	m-ail	S-am	m-any
f-all	n-ail	s-it	s-eat
f-an	r-ail	f-old	l-ights
f-at	s-ail	s-ill	f-an
f-ill	f-ight	l-and	l-it
f-in	l-ight	m-an	r-ill
f-it	m-ight	s-ing	m-old
f-ight	n-ight	m-eat	f-in
f-ights	r-ight	f-all	n-at
f-old	s-ight	f-ail	n-ail
f-olds		l-ight	r-ing

This blend work is given as (1) and then mixed up as (2). Five minutes a day suffice for this work.

The transition from script to print is made without the pupils' knowing it. The cards spoken of have the phonograms in print on one side, in script on the other. The print side is placed underneath the same character written in script on the blackboard and pupils told that they are the same. This worked so well that the first day the primer was used the pupils read nine pages. Some teachers put the work on the blackboard in print for a couple of days.

After six weeks of oral work from the blackboard, primers are given the pupils, which they finish, 127 pages, in nine weeks. These are followed by first readers, and one class I know of reads 400 pages of supplementary work. The beginning of the second year they take the second reader. After finishing it, the classes have read Longfellow's "Hiawatha," the entire poem, with ease — with elegance in a few instances.

So much for the details of the method. It is a method, and it has a name and a very high standing with us. Perhaps in an article like this it will be better to leave it nameless. No doubt many readers will recognize it.

This work requires skill, accuracy and perseverance on the part of the teacher — these are indispensables. It requires a great amount of careful blackboard work. It is plod and drill and steady pressure day by day, introducing a little new into each lesson and never neglecting for one lesson the old. By these means foundations are laid — foundations of power and purpose. The average child under this system for two years can read and can read well. When pupils have had their two years' training they have more than a vocabulary. It helps every department of primary work; the training of eye and ear, or attention and control manifests itself in each branch.

The word and sentence method go hand in hand.

If Kansas City had never heard of any method, with the experience she has had with children's reading, the first thing she would do would be to select a vocabulary that touches the environment of all children. She would teach these words as wholes, using them in and out of sentences, impressing them on the memory. These sight words would not all be of one syllable.

VI.

HOW READING IS TAUGHT IN CHICAGO.

IDA A. SHAVER.

Principal Cooper School, Chicago.

(It is not to be expected, in a city the size of Chicago, that any one school can represent the entire city in its manner of teaching reading. The following method in use in one building is especially valuable inasmuch as it deals with the problem of teaching foreign children to read.—ED.)

Our particular problem is to teach the foreign child to read. To do this effectively, lines of least resistance are sought. A careful transition from the home life to that of the school is made through play, and the content of the first reading material presented is the result of the adaptation of the child's home environment.

By this means his motor and social proclivities are easily aroused and he is accordingly thrown into an active mood of participation from the first. It is only through doing and activity that the child can know; it is his nature to feel, to handle, to act, to do, and consequently a state of "passive receptivity" can in no way yield a true development. So it is not with the Greek myth nor "Hiawatha" that our little foreigner is regaled at first, but rather with the home life pictured and adorned through toy and play.

To illustrate: A small table and a set of doll's dishes of fair size and quality have been procured; the older girls of the school have contributed diminutive table-cloths, napkins and doilies exquisitely made by themselves, while an artistic little flower-vase, together with fancy bits of china which answer for vegetable dishes, platter, etc., have been picked up here and there. These, with apron and cap made by the older girls for the prospective servant, together with a dainty Japanese tray and a quaint little salt-cellar doing service as a finger-bowl, complete the paraphernalia necessary for the serving of an artistic luncheon.

Gradually the children learn to direct the work, some of them suggesting the process of procedure, while others perform the labors. "Spread the table-cloth upon the table," "Put the napkins in place," etc., until the table is set. Then the papa, mamma, baby and servant, who are to enact the role of the diners, are selected by the pupils, whereupon they take their places, and proceed with the meal, while the remaining children suggest what shall be passed and how the participants shall most properly conduct themselves. Later, the whole action is performed from the sentences written upon the board by the teacher, and afterwards from sheets printed upon the school press.

In analyzing this work, the force of the principle of motor activity is felt. The child does not remain a passive recipient of ideas, but carries them over into action. Every act is thus a mental whole, yet knit so closely with that which precedes and that which follows as to form a part of a larger whole. Thus the child feels the influence of a sequence of thought, realizes means to an end, and gains in the work a sense of unity and harmony of arrangement, a feeling of precision and completeness,

all of which bespeak a growing mind and a preparation for the appreciation of the coming poem or story in the light of both form and content; and herein is avoided the grave pedagogical error of feeding pupils upon the scrappy, disconnected action sentences so rife at present, such as, "Open the door," "Sit upon the chair," "Stand upon one foot," etc.

Moreover, the participative and co-operative spirit has been emphasized and kindly feelings thus promoted, while in many cases the habits of the home life have been improved. Again, the motive of the reading work does not lie wholly with the teacher, but the child itself is cognizant of an end and purpose in his work. He reads to find out what to do, not merely for the sake of reading.

Many other toys are used to round out an occupation in its entirety. A doll provided with an elaborate wardrobe by the older girls, a trunk, a doll-buggy and an express-wagon furnish the basis for a number of jaunts in which the wax madam must needs be arrayed in her elaborate fineries, her trunk packed for the occasion, and herself ensconced in her buggy, attended by her parents, and received at the other end of the line by the community at large.

Again, by washing the clothes, running them through the wringer, hanging them upon the line with diminutive clothes-pins, etc., another round of activity and fun completes itself.

Putting the baby to bed necessitates the cleansing of that individual, the use of towels, wash-cloth, brush, comb, tooth-brush, etc.—all of which apparatus may be used incidentally as suggestive hints to the manipulators themselves.

Another phase of the reading work is the especial appeal to the child's inherent dramatic interest. Here the

nursery rhyme and the fable are utilized for purposes of dramatization. Jack and Jill are impersonated by two of the children, the hill by three chairs of increasing height, the pail of water in evidence, and as one child recites the rhyme, Jack and Jill go up the improvised hill; later Jack reaches for the pail at the appropriate cue, and followed by Jill, tumbles upon the floor in finale effect.

Little Jackie Horner veritably sits in the corner with a pie pan and a wax plum and performs the action as an accompaniment to another child's recitation of the rhyme. Tom Thumb, Cock Robin, Jennie Wren, Simple Simon, Old Mother Hubbard, and many other of the rhymes, as well as most of "Æsop's Fables," are found to be susceptible of this crude treatment and are used in like manner. Later, the scenes are enacted to the teacher's written direction and afterward from printed matter. Again and again can this work be presented and repeated and yet the interest is never known to flag, for that dramatic sense of the child which queries continually, "What is going to happen next? Why does it happen? How does it happen?" is ever bubbling and recurrent. In consequence the teacher is here given an opportunity to insinuate the necessary amount of repetition and drill without the usual nauseating effects.

Another phase of the reading attempt is the experimental nature work in which the children perform the experiments first from the teacher's oral direction and later from written or printed forms, such as, "Put this piece of iron near the wax. What happened to the wax? Put it near the fire. What happened?" etc., developing the notion of the magnet. Here the thought of realization through motor activity is carried out as before.

Constructive seat work, also, is made another medium of teaching children to read. At first from oral, later from written or printed directions, the child proceeds to do the work, beginning with very simple dictations and gradually becoming more complicated. "Construct a rectangle 3 by 3 inches. Divide it into one-inch squares. Cut out the corner squares. Fold and paste so as to make a one-inch box." Here, as in the other work indicated, the child reads to find out what to do. His motive is rational.

With this preliminary work which has given the child a considerable vocabulary, the allotted readers are taken up and phonics introduced, as the child feels a necessity for them to enable him to decipher new words.

As often as practicable the child reads to his class that he may have the inspiration of an audience greater than one, in fact, that oral reading may have its excuse for being from the child's point of view. The class in turn reproduces the thought heard, thus insuring a growth in the power of auditory attention, the visual power being gained by the reproduction of the sentence or paragraph which has been glanced at simply. And with this care for the mechanism of the subject, reading becomes a study of content, much of the better literature which can be supplied in no other way being presented to the children in mimeographed form.

VII.

HOW READING IS TAUGHT IN WASHINGTON, D. C.

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Director of Primary Instruction, Washington.

No attempt has been made in this paper to set forth the details of the machinery of school-room work. The individual preferences of the teacher together with the surrounding conditions of the school-room and appliances should determine these matters. Effort has been made alone to show the plan and purpose of work that is done.

PREPARATION.

If by learning to read the child is to become a thought reader his knowledge getting in the early part of the work must precede his word learning. From knowledge by means of experience to the forms of knowledge is the teacher's watch-word in teaching the child to read. The child must have the ability to interpret easily the contents of the printed page before he is made to read it, if reading is to become pleasurable and profitable to him. To secure this ability he must be given many and varied opportunities for broadening his old experiences and for acquiring new ones. He must not be forced in the learning of symbols (words) until adequate, rational preparation has been made,

until a need is felt by him or desire is aroused in him for the expression of knowledge in which he has interest. The natural desire on the part of the child to give oral expression, and later, written expression to what he himself has found out lessens greatly the drudgery of learning the forms of this expression and is ever the teacher's opportunity. The longer and more thorough this period of preparation the more readily is the formal part of the work secured. Believing this, the first two months of the school term are devoted to leading the child to investigation, experience getting, resulting to a perceptible degree in correct seeing and knowing, and to the adequate expression of the same before written symbols are given. The abundance of material that the season and environment offer furnishes the subjects for these lessons. With the object in hand, bird, flower, or other thing, the child's knowledge of the subject is first ascertained. This knowledge is increased by the child's own efforts in response to suggestions by the teacher. His replies in single words or head shakes are changed to sentences which he comes to use naturally and easily. As the revelations of the various parts of the subject discussed become clear to him the child is led to express these relations aright and thus he comes to interpret easily and use the complex sentence with fluency. Care is taken that the effort to secure good language does not become the supreme one and thus check the development sought. The teaching of language is always subordinate but at no time is it incidental. The main aim of every lesson is (1) the development of the power of acquiring, and (2) the acquisition of thought; the efficacy of the lesson depending largely on the wealth of knowledge of the same that the teacher possesses. She must know

the subject in its entirety so that out of her abundance she may be able to select and impress important truths in their proper relations. While the child is acquiring this knowledge there is a steady and natural increase in the vocabulary he uses. He is encouraged to paint and draw many of the objects studied, thereby strengthening his powers of observation and securing accuracy of the same.

Accompanying this knowledge getting, as restful employment, the child is given other lines of work (seat work) for the training of the eye and hand. He copies various simple forms from the blackboard by the use of pegs, corn, lentils or other appropriate material. He constructs geometric forms according to measurement using the same materials, then he draws these forms on paper and cuts them. He constructs boxes, envelopes, and other objects for the preservation of his own materials and utensils. Much manual dexterity is thus gained. The hand learns to respond quickly and accurately to what the eye sees. The difficulties in seeing and reproducing written forms are so materially lessened by this preparatory training that when the time comes for getting the word the child is not so engrossed with the form as to entirely lose the thought. A much longer period than two months could be profitably spent in this kind of preparation.

The Written Symbol.

In giving the forms the sentence method is used. This method has been to the child the avenue of the oral expression of his own thought and also the means of his thought getting from others. He has grown familiar with it in the pleasurable exercise of knowledge getting. This is the form from which he is to obtain thought from the

printed page. It is therefore the form in which he should first see the expression of his own thought.

The chief aim of the lesson is not changed when the child is learning written symbols. Power of acquiring and acquisition of knowledge are still the chief purpose of the lesson. Learning form is ever subordinate to thought getting but is never incidental. So also, as in the early lessons, these lessons are based on fields of knowledge which are of the most interest to the child. Nature work in its varied forms — trees, flowers, fruits, animals, simple experiments illustrating natural phenomena, etc., — furnishes subjects for many of these lessons. The life of the city — the markets, mail-delivery, or street cars running past his door,— are made the basis of other lessons. The lessons are short and to the point. Observations are made, conclusions drawn, information added, main truths being so emphasized and arranged as to be left in possession of the child in proper sequence. Whenever it is possible to do it the work is enriched and interest in the subject is increased by the story and the poem. During investigations the teacher freely uses blackboard illustrations thereby increasing the interest of the child and inducing a closer and more accurate seeing. Through interest in the subject the child has talked freely and has been led through accurate observation of facts properly related to accurate and full expression.

Following this work comes the written expression. For the very first lesson the children are led to the expression of some one simple sentence which the teacher writes on the board. This sentence is read, erased, and rewritten several times, the children watching its growth each time. The children are then sent to the board to reproduce it from memory and afterwards to their seats for its repro-

duction on paper as well as on their desks with lentils or other objects. A few pupils will need special care. These should be isolated for the purpose of repeating the work of both teacher and pupils but not for the purpose of showing them how to make the forms specifically. The work of imitating should not be eliminated especially with those children who are slow in reproducing forms. Even the slow child should not be allowed to copy; he should be made to imitate. This written seat work is required at the close of each reading lesson. When the knowledge of written form is meager it is simply a reproduction of that given in the lesson, but with increasing mastery over form and expression comes the independent expression of thought obtained from the discussion of subjects. Though the first written sentences are imitations of that which the child has seen yet the rethinking of the same and their reproduction make them original with him. The child does not copy; he imitates the teacher in what she has done and thus makes his work his own. This is the beginning of three kinds of work: composition, spelling, penmanship. In all written work no copying of form is allowed, children being made to feel from the first that they have the power of recalling words once in their possession.

To the first simple sentence taught additions are gradually made, one subject being discussed long enough to secure the written expression of several related facts. No weariness to the child ensues because of long continuance on one subject; change in material illustrative of the subject bringing with it all needed interest. If, for instance, the subject "fruit" is being discussed, the various kinds that the season and place afford offer sufficient variety to prevent monotony and also sufficient opportunity for broad-

ening the child's knowledge of the subject while enough written forms are taught to enable him to do both consecutive reading and writing on the same. In the written work few, if any, disconnected sentences are given to the child. Units of thought (the paragraph), work whose parts are sequential, are presented, the complex sentence being used early and frequently that the work may be natural and that the child may become accustomed to interpreting related thought properly expressed. This written work, to result in power on the part of the child, necessitates a readiness on the part of the teacher for varied, logical expression and a knowledge of the laws of composition whereby she may wisely select her points and present them in order and completeness. The subjects under discussion are presented to the children by the teacher in the various forms of composition, description, narration, comparison, the idiom peculiar to each being emphasized. Familiarity with these various forms of composition prepares the child for getting thought easily and profitably from corresponding forms on the printed page.

Idioms.

A few simple exercises are given the child for both oral and written expression to give him facility in the use of some of the most common idioms of the language. By the use of objects and pictures the teacher makes conditions the descriptions of which necessitate the use of some one or more idioms. Thus: "The apple which is near the cup is red;" "The one which is near the pear is green;" "I see a table on which are a glass and a book," etc. Conditions are dictated in correct idiom to children for pictorial illustration on the board to enable the teacher to determine whether or not words call up quickly in the child's mind

the correct mental picture. In a corresponding way idioms relating to narration and comparison are used until these become a part of the oral vocabulary which the child uses. The work is always interesting and is of the simplest character, practically little more than play.

Vocabulary.

The words used in these lessons are largely those found in the reading matter to be used by the children. At the beginning of the school year the teacher makes a complete list of words to be taught, arranging the words according to parts of speech to aid her in a wise selection of words for each lesson. Her dependence on the reading book for teaching ends here. The subject that is selected is so treated in discussion as to involve the use of those words that are employed in the reading matter for the easy reading of which the work is preparing the child. Naturally many words outside of this selected list are taught, the subject indicating what words are necessary for the clear statement of fact. The richness of this vocabulary depends on the breadth and culture of the teacher. A few of these words for lack of opportunity for frequent use are for the time lost. The teacher lays the most stress on those words which the child is first to meet on the printed page.

Supplementary Reading.

Much additional reading to that obtained daily from the board is given the child. In connection with each subject taught, the teacher prepares reading matter with the aid of the hektograph. These hektograph sheets prove very valuable in furnishing the child the needed opportunity for ready and repeated recognition of both the thought and

the words taught. They also make the step between reading from the board and reading from the book an easy one, as through their use the child's eye is trained to pass easily from one line to the next, to keep the place, to turn the page, etc. These supplementary lessons are used not only in the first year but also in the second and third years whenever subjects are completed, as no one reading book contains enough reading matter on a given subject or that which is adapted to the needs of each school. Many of these hektograph lessons are original with the teacher. Others are adaptations, transformations of poems, or, if simple, the poems themselves. By means of these hektograph lessons the children are introduced to much that ranks with the best in literature. This enriches, broadens, and enlivens the subjects under discussion, increasing interest in them. In the second and third years this line of work is continued by the use of Æsop, Hans Andersen, and other authors.

Books.

When the child has a reading vocabulary of about two hundred words he is given the book. The ease with which he passes from script to print depends on the thoroughness and breadth of the preparatory work. By this time he readily recognizes script that represents his spoken words and has acquired much power in thought getting. The transition from script to print therefore presents very few difficulties. The young child, too, sees likenesses in form much more readily than he sees differences. The construction of sentences found in the readers presents no new difficulties to him because the frequent and natural use of the complex sentence in both his oral and written work has developed valuable power for its interpretation at sight.

The care of the teacher is to see that the child knows by sight every word in the matter to be read. No check to thought by the intervention of a new word should occur either in these first readings from the book or in any of the printed reading matter given him during the first and second years of school life. The reading from books during this period, as in fact during most of the third year as well, is not so much for the acquisition of new knowledge as it is for learning the representation of knowledge acquired through experience and also for verifying it. For the teacher this reading from books should at all times be the test of the efficacy of her teaching. Books are used, therefore, only as subjects are completed.

Silent reading is emphasized, the children being required to get thought by self effort before oral work is asked. In the second and third years, in addition to the oral expression of thought obtained from the printed page, the written expression of the same is required. This written work demands a knowledge of the various kinds of sentences; capitalization and punctuation; of possessive forms; of quotations, etc., much of which the child has already obtained by the reading and writing that he has done under direction but which must be extended by specific work at this time.

Spelling and Phonics.

During the early part of the year form is learned wholly through the sense of sight. All the words are written many times by the children, care being taken by the teacher to correct the spelling when it is wrong. The child takes the sentence as a whole. Later he discovers that the sentence consists of words and still later that the word is made up of separate letters. From this last point

of progress the ear as well as the eye is made to help in getting form spelling. No stress is laid on the learning of letters, the names being taught incidentally. As the teacher writes the new words on the board she names the letters, frequent repetition soon putting the children into the possession of their names. Little oral spelling other than that which is voluntary with the child is expected during the first year.

The child acquires form mostly through the eye, the much writing that he does, both at the blackboard and in the expression of his knowledge of subjects at seat work at the conclusion of each lesson, serving to impress well the spelling of most of the words taught.

A knowledge of the sounds of letters is given the child, but not primarily for the purpose of acquiring a vocabulary through their use. This is used as a means of recalling words once in the possession of the child, but whose forms he has for the moment lost, and also of acquiring the forms of a few easy words (phonetic) with whose meanings he is familiar.

By the end of the first year the child is familiar not only with the names of the consonants but with the appropriate sound of each. In the second and third years he learns the diacritical marks, marks of accent, the hyphen. Stress is put on syllabication, as an aid in the division of words at the end of the line and in spelling. All of this work is of such a nature as to prepare the child for an intelligent use of the dictionary.

Throughout all of the work the penmanship is taken care of. A close watch is kept in all the written work for the correct formation of letters, this watchfulness in most cases taking the place of special lessons in this subject.

VIII.

HOW READING IS TAUGHT IN NEW HAVEN, CONN.

MAY R. ATWATER.

Some of the objects of teaching reading are:

(*a*) That the child may gain in power in penetrating or comprehending the thought of the printed page.

(*b*) In the lower grades to teach the child to recognize in print the words and sentences which he already knows as sounds.

(*c*) To increase the vocabulary of the child.

(*d*) To cultivate the feelings and emotions, the spiritual nature of the child.

(*e*) To cultivate an abiding taste for good literature. — *Course of Study in Reading for the New Haven Public Schools.*

The law of Connecticut allows children to enter school at the age of five. To realize that the fact is appreciated by the mothers, it is only necessary to consult the monthly report of any first year teacher. These reports show that the average age of the children at the beginning of the year is uniformly under six. It is these little ones, whose feet have not yet lost the unsteady step of babyhood, who are to be led along the mysterious path called "Learning to Read."

Ask any little five-year-old, as he starts out on the first morning, what he is going to do at school, and nine times out of ten comes the answer: "I'm going to learn to read."

Some teachers feel that a simple sentence is as easily remembered as a word, and that it means infinitely more to the child, so they cater to the child's desire for reading by giving him the entire sentence to begin with. Others begin with the word method. The latter choose words which readily lend themselves to the formation of sentences, and by the end of the first month it would be impossible for an observer to tell which method was used at the beginning.

The Beginning.

Let us glance at a room where the sentence is used. For decorative purposes the teacher may have brought an armful of golden-rod into her room. They have a little talk about it, some braver spirits volunteering a few remarks, while the others gaze abstractedly around the room. Then the teacher says: "Let us read about the golden-rod." At the magic word "read," their wandering attention is caught for a few minutes, and soon they are reading "The golden-rod is yellow," printed on the front blackboard, once for each child in the group, printed over here by the golden-rod, etc. Perhaps the teacher has provided herself, either by the aid of a hektograph or a rubber stamp, with forty-eight reproductions of the sentence. At dismissal each child is given a sentence to read to his mother.

The next day it may be that they talk about other yellow things, and for their reading have "The sun is yellow." Later, "The apple is yellow." By this time the child is ready to select the word that says "yellow."

Thence it is but a step to finding "The apple," "The golden-rod," etc. From this, the word and the sentence method are used in combination. For variety, action sentences are interspersed, as, "I can run." "I can jump." "I can see." "I can fly." The children suit the action to the word as they read.

Throughout the year the reading is connected with the literature, history, nature study, or whatever may be the subject of interest uppermost at the time. As books come more into use, it may be that only one or two blackboard lessons a week are based on these subjects.

Supplementary Reading.

While a large amount of supplementary reading is at the teacher's disposal, the Cyr Readers have been selected as the basal or drill series. To quote from our Course of Study:

"If these books are properly used as drill books, at the end of the first four years of the child's school life he will be master of the vocabulary of these readers. *Mastered* bespeaks familiarity with (*a*) pronunciation, and the child as a rule should be taught to get at the pronunciation himself by phonics; (*b*) use in sentences; (*c*) spelling after the first year if the word be one that the child will probably use, later in life, in correspondence. The important relation of such mastery to the child's work in English must be apparent to all."

The Cyr Primer and Cyr First Reader are assigned to the first year.

With the Primer vocabulary in mind, the teacher composes her daily blackboard or hektograph lesson during the first months of school. In November we are studying

about the Pilgrims. From the Primer the words *what*, *going*, *hope*, *some*, *soon* are selected to be taught. After presenting the words and giving a short drill on them, the teacher places a lesson something like the following on the blackboard. The children have heard how the Pilgrims suffered from hunger, and how eagerly they watched for the return of the "Mayflower," and so are ready to read understandingly:

Good morning, little girl.
What is your name?
My name is Betty.
What are you going to do, Betty?
I am going to look for the "Mayflower."
I hope it will come soon.
We do not have much to eat.
My papa is going to catch some fish.
I hope he will catch some big fish.
I am going with you, Betty.
Come on. Let us run.
I hope the "Mayflower" will come soon.

To have the child read from the blackboard the lesson which he is to find in the book is poor economy. Much emphasis is placed on *preparing* the lesson. It is impossible for the average teacher to write a series of connected sentences, possessing interest for the child, and giving the necessary repetition to the new words, without giving the matter previous thought.

From the beginning the child is expected to read the sentence *as a sentence*, not as a series of words. "Study it to yourself," "Read it to me," are the directions frequently given. The children soon get the idea, and an occasional lapse into "Where — did — you — get," etc., is quickly checked by the question, "Is that reading?"

At first they study in whispers. It is not wise to forbid this, for to these little ones a word means a sound. After the first month or two, it is well to gradually lead them to quiet studying. "See if you can think this sentence with your lips shut. I see Yetta is reading with her eyes, just as grown people do." These and similar cautions, coupled with patience and persistency on the part of the teacher, do much toward overcoming that which would otherwise develop into a bad habit.

It is difficult to make absolute statements as to dates and pages, but it is safe to say that by the end of the first half of the year the majority of the children have read all of the Cyr and the Interstate Primers, and parts of some First Readers.

Away back on that first day of school, when little five-year-old was reading about the golden-rod, another line of work was begun. Work which has been steadily converging toward the reading, till some bright day the children hardly know how or when, they begin to "find out" words for themselves.

Phonics.

There is a variety of ways of teaching phonics in New Haven. Some teachers begin with the short sounds of the vowels and with the consonants, followed by the long sounds of the vowels. Keeping the long and short sounds far apart avoids confusion. All sorts of devices are used to make the sound study interesting, but care must be taken lest the device or story prove so fascinating in itself that it overshadows the point of the lesson. With the teaching of individual sounds comes the ear training. First the word is given by the teacher in slow pronunciation, later the sentence. This work comes in admirably at rest

periods. "You may all *s-t-a-n-d*. You may point to what I name, *w-i-n-d-o-w*, *f-l-o-o-r*, *s-k-y*, *f-l-a-g*, etc. You may touch your *h-e-a-d*, *f-o-o-t*, *k-n-e-e*." As soon as they do this readily, and without glancing at each other to see what is meant, they are ready for the entire sentence. Such directions as: "Face the back of the room, stand on your right foot, touch your left arm," may be given in slow pronunciation. It is found best to give much of the first work in ear training in the form that requires action on the child's part, for in this way only can the teacher be sure that each one of the forty-eight knows what is said. By the middle of October the children are ready for the combination of sounds to form words. Much drill is given on words with like endings, as — *r-ing*, *s-ing*, *w-ing*. At first this is done in concert that the child may get the sequence of sound by hearing others, then individually, that he may learn to listen to his own voice. Sometimes the complete list is placed on the board at the beginning of the lesson. At other times the teacher says: "Tell me all the *ick* words that you know," and writes as the children dictate.

There is no time set for connecting the phonic work with the reading. Some of us begin before Thanksgiving, and some after Christmas. All are making use of the child's knowledge of sounds by the end of the first half of the year. At the end of the year the children have been taught, in addition to the previous work, *sh*, *wh*, *ch*, *th*, *ow*, *ou*, *oi*, *oy*, *ir*, *ur*, *er*, and an almost endless number of prefixes and terminations, as, *be*, *in*, *ock*, *est*, etc. As the knowledge of sounds increases, the word method drops out of sight. Only such words as *thought*, *again*, *enough* are taught as wholes. Before a lesson from the "Cyr Reader" is taken up the new words are placed on the board, and the

children find out what they are. If necessary the meaning is discussed. In the supplementary reading, however, no time is spent on word drill. The children are hungry for stories, and it is wonderful how they gain in power as they steadily devour the unlimited and interesting matter provided. In one room last year, two thirds of the children read all of the "Cyr Primer," "Interstate Primer," "Finch Primer," Hodskins' "Little People," "Cyr Reader," Atwater's "Stories from the Poets," Beckwith's "In Mythland," Arnold's "Stepping-Stones to Literature," No. 1, Smythe's "Old Time Stories," and most of "Little Folks of Other Lands." There is usually a "third class" which does not accomplish nearly as much as the other two classes.

Seat Work.

There is one phase of the teaching of reading which is often ignored by speakers and writers. It is not, however, ignored by the primary teacher. Her reading seat work is carefully planned, and is made to help the reading lesson in various ways. Lack of space forbids mention of many varieties, but here are a few: An envelope, containing hektographed outline pictures and words to match, is given to the child. If *baby* is the new word of the day, the child finds the picture of a baby and then selects all the words *baby* and arranges them under the picture. Later he arranges all the words in the envelope under their corresponding pictures. A reading lesson is hektographed on the face of a manila envelope, and also on heavy paper. The latter is cut into phrases, or, later, individual words, and placed within the envelope. The child reads from the envelope in the class, then takes it to his seat and reproduces the lesson from the material inside the envelope. A

box containing several duplicates of each word is given him, and he is told to make all the sentences that he can beginning with "Where" or "I have" or whatever may be the word needing special drill.

Perhaps a little direct reference should be made to the extract from our Course of Study which heads this article. The entire work in reading, throughout the year, tends toward accomplishing object *a*, *b* and *c*. These are attained by the word teaching and the phonic work.

d. This may be done by wise and sympathetic questions and comments concerning the subject matter read. The thoughts of kindness to animals, of thoughtfulness for others, of obedience, of patience, of love and of sympathy may well be brought out in the various reading lessons. To do this requires infinite tact and delicacy of touch on the part of the teacher. The child is quick to feel if the questions are asked in a perfunctory way, and unless the teacher really feels a responsive thrill to the thought of the lesson, she had better keep still.

e. The only way to cultivate a taste for good literature is to give the children the best all the time. What Professor O'Shea says, *apropos* of action, may be readily applied to this subject.

"There is no way to negate an action, but to supplant it by another action."

What we want in the training of our children is to habituate them to right lines of action. Science reveals to us that character at any moment is determined by the ways in which one has acted in the past. The organism gets adjusted to a certain kind of reaction, and it goes shooting along in maturity in the direction in which it was started in childhood.

Below is given a list of the supplementary reading for the first and second years from which the teacher may select at her discretion:

FIRST YEAR.

Atwater's "Stories from the Poets."
Badlam's "Child Life."
Baldwin's "Reading by Grades," No. 1.
Bass's "Beginners' Reader."
Beckwith's "In Mythland."
Beebe's "First Year Nature Book."
Davis' "Nature Stories for Youngest Readers."
"Finch Primer."
Hodskins' "Little People's Reader."
"Interstate Primer."
"Lights to Literature," No. 1.
Nash's "Æsop's Fables."
Norton's "Heart of Oak," No. 1.
Scudder's "Riverside Primer."
Smythe's "Old Time Stories."
"Stepping Stone to Literature," No. 1.
Thompson's "Fairy Tale and Fable."
Turner's "Primer and First Reader."

SECOND YEAR.

Baldwin's "Reading by Grades," No. 2.
Bass's "Plant Life."
Bass's "Animal Life."
Carroll's "Around the World."
Craik's "Bow-wow and Mew-mew."
Ford's "Nature's Byways."
Grimm's "Fairy Tales."
Johonnot's "Cats and Dogs."
Scudder's "Verse and Prose."
"Stepping Stones to Literature," No. 2.
Strong's "All the Year Round,"—"Spring," "Summer."
"Interstate Second Reader."
"Little Folks of Other Lands."
Turner's "Stories for Young People."
Warren's "From September to June."
Wilson's "Nature Study."

IX.

HOW READING IS TAUGHT IN CLEVELAND, OHIO.

EMMA C. DAVIS.

General Supervisor, Cleveland, Ohio.

I have been asked to tell how we go about to teach the little six-year-old how to read,—to tell "the very first steps and all the way along, and the reasons for the methods pursued."

THE CHILD.

As we are trying to teach the child and not the subject, let us, for a moment, rest our gaze upon him. Here he is, a wondering, inquiring little being, grasping far and near for every stray bit of information and fitting it in with what he has already acquired and trying as best he can to piece out his limited knowings with each new bit and to weave it into the warp and woof of knowledge.

Then comes the teacher studying the child to learn what are the points of contact of his inner life with the outer world; what are the lines of these, his wonderings, inquiries; along what paths his flights of fancy lead him; what his desires are; what are the missing links in his knowledge of facts — in a word, what are his interests in life.

Then finding these, as we do, in the circle of home-life, in the nature-world and in the world of social activities, the

teacher next seeks to find the particular phases of these which are nearest to her children in their special experiences and conditions, and to reflect these in the daily work of his education. For it is upon these inherent interests of the child that we must base our plans of work in order that the impulse to learn, to do, comes from within, and the child grow through his self-activity. This principle of growth through *self-activity* is one of the fundamental truths which constitute the body of our educational creed. Another of these is, "*Self-expression* is the highest yearning of the human spirit next to the hope of immortality." That self-expression leads to *self-realization* is still another. Self-realization is dependent upon two factors: the inner child,— his impulses, desires, volitions, thoughts; and upon the outer life,— his spiritual and materialistic environment; and we count this, that or the other method as valuable only as it is rightly used as an instrumentality in enabling the child to grow, through his own activities, to a more and more perfect self-realization.

The Method.

We do not think that we in Cleveland have found a "royal road" to learning to read and we are still in the attitude of learners (and I hope shall continue to be so). But we have a plan which, while it is definite enough to be a guide, is yet sufficiently eclective and flexible to permit individual freedom to the teacher and to suit the varying conditions of a great city where the several sections are as different as the different nationalities which occupy them.

The following is a brief outline of this method in its two phases which are somewhat distinct at first but which finally merge into one. We begin with what we call

"Thought Reading," which is the sentence method primarily, with the learning of words as entities, as complementary. This thought reading we carry along alone as blackboard work in script, until the children have become familiar with this new avenue of expression, and have acquired quite a little stock of words and phrases. These words and phrases are such as have universal value as being common forms of thought or as expressive of the phases of life under consideration. These vary somewhat according to the section of the city, with the season of the year and for other causes. A record of these words and phrases is kept upon the blackboard.

During this period the teacher skilfully weaves into the lesson such words as she knows she is soon to need in the work in phonics. As we begin our phonic work with the short sound of *a*, such words as *can*, *plant*, *has*, *and*, are found among the words recorded upon the blackboard.

Beside the learning by sight of these words containing simple phonetic elements and which are later to be analyzed, the teacher has meanwhile been given "phonic exercises" which constitute an exercising of the vocal organs, practice in enunciation and pronunciation, training of the ear, without, as yet, any application being made to visible forms.

When the teacher finds her children ready for it, she begins to introduce them to the written signs for these sounds by means of first analysis and then synthesis of phonic words, and they are thus launched upon this new venture — the learning of words — not, as hitherto, by association and inference alone, but by unlocking them with the key of sounds. Analytic and synthetic exercises in phonics are daily adjuncts to the reading. Take, for a single

instance, the "making out" or "making up" of such lists as: *and, stand, sand, band, hand, land, ring, sing, bring, sting,* etc. Notice that these are all words in almost daily use with the children; we make it a great point that no word appears in these lists that is not included in the child's "working vocabulary," and unfamiliar words are given only where the horizon widens and new ideas are embodied in hitherto unknown words.

It will be readily seen what a rapidly increasing vocabulary is within the accomplishment of the youngest learners. The phonetic work marches side by side with the "thought reading," lending its aid more and more to the latter, as all words in the thought reading which come within this ever widening range of phonetic analysis are learned by this method. In fact, as soon as sufficient facility in making out words by sounds has been accomplished, we make the phonetic work, whenever possible, the basis of all our reading study to the end that the child may begin at the earliest moment to be self-helpful. The earlier he can be set to "study out" new lessons for himself — not relying alone on memory and inferences for getting the words — the earlier is his self-directive power set into operation. And the earlier he reads with the set purpose of acquiring for himself from the printed page its treasure of thought, the sooner is begun his career as a "free citizen."

Appleton's charts and readers are the basis of the special work in phonics while the thought reading is continued as supplementary to the work in language, in its several phases — home life, life in nature and civic life, with its social activities. The language work and reading are thus so closely correlated as to be almost inseparable. Indeed, we believe that Reading and Composing are

co-ordinate educational processes, for the twofold purpose in the mastery of the symbols of language is the acquisition of the ability to put into permanent form one's own thought, as well as to read the thoughts of others.

The Application of the Method.

In the following illustrations of the beginning steps, I doubt not that some will think we take rather a snail's pace; that we give too limited a range in these earlier lessons. Possibly this is so, but this is our effort to be psychological as to manner of presentation as well as psychological as to subject-matter and method of presentation.

The child has now come into the power of formulated thought, it is true, and should begin to learn to read by reading thoughts, *i. e.*, sentences, and he should not be led aside into the shallows of single words — to be functioned after learned; but, on the other hand, he should not be submerged in the deep waters of too many, too varied, too complex sentences.

Illustrative Lessons.

With these considerations in mind we begin our very first lessons. These lessons, as has been said, are interpretations of the child's interests in home life, the world of nature, and the social world, and such topics as the home, playmates, Hiawatha, the boy Columbus, autumnal plant life, wind and weather, etc., are the subjects of the earlier reading lessons.

The words written in parentheses represent simple outline pictures which the teacher draws — as rapidly, almost, as she writes — these help to embody the thought and are the means of avoiding a too rapid introduction of

words, while giving a variety and scope otherwise unattainable.

Here is the type of a first lesson. The teacher having provided herself with twigs, leaves, nuts, seeds and flowers, gives one of these to one of the children who stand before her with expectant eyes and minds and hearts aglow:

She asks, "John, what have you?" John replies, "I have a twig." The teacher says, "I will write what John told me." Writes, "I have a (twig)." "John, read your story."

John reads with help. Mary also reads John's story. Then the teacher gives Mary a flower, and, as before, Mary "tells" and "reads," "I have a (flower)." The lesson is thus continued until this is the result:

I have a (twig).
I have a (flower).
I have a (chestnut), etc.

Thus the phrase "I have" is introduced and is placed upon the blackboard in a space reserved for "the dictionary."

The next lesson may be on two objects in the hand of the child with the following result:

I have a (pear) and a (peach), etc.

Thus "and" is added to the dictionary. Next to "I have," in nearness to the child's experience, is "I see." A type lesson would be:

I see a (flower) and a (vase), etc.

Thus "I see" is added to the dictionary.

A playmate is presented in the picture of Lily. Lily says:

See my red (dress)!
See my white (apron)! etc.

Color names are written in chalk of the color mentioned. Thus this use of "see" and the word "my" are added.

Then, in connection with the talks about home, "I love" is introduced:

I love my (mother).
I love my (father), etc.

The foregoing lessons are simply partial outlines of type lessons to show the mode of procedure and no attempt has been made to reproduce an actual lesson.

This next lesson was given last fall and shows how early it is possible to closely correlate seasonal language work and the reading.

The Wood Asters.

(This lesson followed a language lesson on the wood aster. The word "have" had been taught in the phrase "I have.")

The teacher gave each child a spray of wood asters and let the children talk about it, without questioning. The teacher also talked about the beauty of the flower, its color, its home in the shady woods, etc.

Teacher. "I wonder how many little girls and boys can tell me something that all wood asters have. We will talk about more than one because they live in little families just the way you live."

Warner. Wood asters have (petals).
Grace. Wood asters have (pistils), etc.

After each sentence the children talked about the part mentioned.

This next lesson followed a language lesson on "Hia-

watha." (The word "saw" had been taught the day before, after a trip to a neighboring field.)

Teacher. "Children, to-day I should like to play that we are going to Hiawatha's home. Let us shut our eyes. Now take hands and we will all go together. We have had a long journey, but now we are there. I wonder if you can tell me some of the things Hiawatha saw when he was a little child just like you."

Marie. Hiawatha saw the (sun).
John. Hiawatha saw the (sea water).
Olive. Hiawatha saw the (pine trees), etc.

Conversations, stories, poems, morning talks, all find their reflection in these thought reading lessons.

The following lessons were given just before the spring vacation in April. These exemplify "self-expression."

TWIGS.

"We have many little twigs. This one is a pale grayish green with a small pointed bud on it. Harry's is dark brown with large pointed buds. It has a bud at the end. It is the largest. The buds feel very sticky. They have a very hard brown coat.

"Margaret's twig is paler than Harry's. It has many little round buds in a bunch at the end of the twig.

"We have had Beatrice's twig a long time. It has some tiny green leaves just peeping out. Oh! see the lovely green leaves on Edith's twig. Fred has a branch where the little pink flowers have come out — before the leaves woke up.

"Eold says, 'My twig is just like Fred's, but the little flowers are green.'"

LITTLE MISS SPRING.

"She looks like a little fairy. Her dress is a lovely green with a long, flying sash. It has pretty yellow stars all over it. The stars are the dandelions. She came from Mother Nature's work-shop."

A conversation on the approaching vacation gave the following:

"I am going to have a good time this vacation. I will go to the woods. I will see the woodpeckers. They are tapping on the trees. I will find the flowers that are hiding. I will listen to the streams. The streams are moving and stretching. They will sing sweet songs to me."

Devices.

In Cleveland we use no device as an essential part of method. We recognize that certain devices stimulate a self-emulative spirit that is helpful in bringing about an exhilaration and mental alertness; but we feel that this is not to be compared in importance with the power that comes from that intense desire and deep abiding purpose of getting from the printed page the thoughts and experience of others, which it should be the teacher's aim to inculcate. We use devices wherever they may properly be employed, as for instance, in the mechanics of reading.

"The Game" we recognize as one device of universal value, for it is the child's natural avenue of self-expression. One game, which I recollect, was given as a test of the children's power to sound out new words.

The teacher said, "Let us play we went to see

A Menagerie."

(The word menagerie was separated into syllables and marked diacritically, as were the other hard words.)

"We saw there ever so many animals. We saw a tiger and a whole cage full of monkeys. We saw a tall giraffe and a humped-backed camel," etc.

Diacritical Marks

Are used from the beginning of the phonic work, but as soon as the child learns, for instance, that *ai* is given the long sound of *a*, the marking is omitted. The children are not specially drilled in making the marks, but we find that

they have an intelligent appreciation of phonics by their intuitive use of them.

When writing their stories they frequently mark new words, this being an evidence of the effort of the child to help himself by means of this "power over the sounds."

From Script to Print.

This transition comes early with us, and since we have been using the vertical writing, the children find no difficulty in recognizing the identity of the written and printed form. The teacher simply prints beneath the written words for a few lessons before beginning to use printed matter.

Accessory Written Work.

From the beginning the muscular sense comes to aid the eye and ear as another avenue to the intelligence.

The children begin their writing lessons with simple, easily formed words. As soon as they can write two or three words, phrases and sentences are attempted. Holding here also the theory that the child should deal with thoughts, we give even in the earliest days such exercises as these.

The lesson having been on "Nat and His Garden," and the pictures of his gardening tools having been placed upon the board, the children write as follows (the first sentence having been put upon the board):

Nat has a (spade).
Nat has a (rake).
Nat has a (hoe), etc.

After this the written work follows along with the advancement of reading, and includes the filling in of elliptical sentences; using words in original sentences,

thereby composing little themes and leading up to the written language work.

Correlations.

Spelling. We give a daily dictation of at first a single word, and soon a sentence containing known words. This is the beginning of our written spelling work, which continues throughout the year, keeping pace with the reading.

Written Language Work. During the latter part of the first term we begin to get from the first and second divisions of a normally constituted class, small reproductions — the budding of the composition work. These first reproductions, founded on the thought reading, lead to the later independent composition work. This correlation of language and reading and composition work is a separate subject in itself, and can only be thus lightly touched upon here.

Arithmetic. This is also correlated, and in this way — if the lesson in language and reading happens to be upon leaves and flowers, then the concrete examples are upon these same objects.

Manual Training. The color and form study especially affords subjects for the reading lesson.

The Dictionary.

Frequent reference has been made to this — the lists of words and phrases recorded on the blackboard as they were learned. The lists serves to keep before the eyes of both teacher and pupils words which have been presented.

This dictionary has two phases: during the earlier days it is a record of all words and phrases learned and is usually kept in two columns — in the first column are the

phrases and non-phonetic words, as, for instance, "I have," "I see," "This is," "I love," "my," "pretty," etc.; in the second column are the words to be sooner or later analyzed phonetically, such as "am," "have," "can," "has," etc.

After the pupils have become well established in reading, and most of the common words and phrases have become familiar, the dictionary takes on the second phase — words are now classed according to association in thought as:

The Sun	The Wind	The Rain	The Sky
shines	blows	falls	blue
melts	whistles	drops	gray
warms	strong	washes	clear
hides	gently	soaks	gloomy
bright	bends	wakes	clouds
light	breaks	softens	fleecy

Amount of Reading Accomplished.

In addition to this reading work in connection with the language work, our first grade pupils all read through two graded First Readers, and most of them accomplish another Supplementary Reader besides.

X.

HOW READING IS TAUGHT IN THE BIRMINGHAM (ALA.) SCHOOLS.

LOULA BRADFORD.

I am asked to tell, in a brief paper, how primary reading is taught in our schools. Usually *telling* is much easier than *doing*, but where is the primary teacher that can reduce to writing the warmth, the color and inspiration, which must give birth and life to any mechanical forms employed with a class of beginners?

When our little ones first enter school, they have already learned to use intelligently, in conversation, several hundred words, or at least to understand their meanings, as they hear others use them. These words are only so many sounds recognized through the ear. Interesting stories and conversations soon reveal these words to the teacher, and she hastens to make as many of them as possible, recognizable to the eye in both their script and print representation. When words outside the child's oral vocabulary are needed, the teacher supplies them, and sees that they are used correctly.

The child as he enters school is exclusively "ear-minded," so far as language is concerned; the teacher's task is to make him "eye-minded" as well. In accom-

plishing this task there are two important phases or lines of work which require our attention from the outset: (1) that phase which occasions and develops thought and stimulates its natural expression, and (2) the mechanical phase which includes drills in the use of the symbols of thought, and which enables the child to use automatically certain words and phrases and combinations of words and phrases.

These two phases of work are mutually dependent and claim equal attention from the teacher. If the attention is restricted to the first phase, the child's acquirement of word forms will be very slow, and his mastery of reading as an instrument of knowledge will be unnecessarily delayed. If, on the other hand, the second phase monopolizes the attention, the work degenerates into a lifeless, machine-like drill; the mental life of the child receives no nutriment, and his spiritual nature is deprived of the insights and inspirations afforded by the beautiful in nature and in literature. The child's power and skill in these two lines of work, together with his home environment and special interests, determine largely the subject matter of our lessons, and the special methods and devices we may use to accomplish the end we have in view, *i. e.*, teaching the child to read.

On the mechanical side, the following objects are to be attained during the first year in reading: (1) the recognition through the eye of the child's oral vocabulary; (2) the easy and fluent expression of thought from this written or printed vocabulary; (3) some degree of power to discover for himself the pronunciation of new words; (4) the rapid extension of his speaking and reading vocabulary; (5) correct pronunciation, inflection and modulation.

The first lessons in reading are given from the blackboard. No books are used, no copying is required, at first. When the child learns to *see* as well as *hear words*, then the *muscular sense* may reinforce the eye; he must make the forms for himself by imitation. The subject matter of these first lessons is the reproduction of simple conversational and objective language work inculcating love of home, nature and country. During the first few weeks we combine the "Word" and "Sentence" methods. Words and phrases are taught by sight and these are combined into sentences as soon as possible. We begin with the *word* because it seems to be the natural starting-point for the little ones. In learning to talk the little child does not express himself in complete sentences. His first attempt at expression is invariably in words, usually the "key-words" to his thoughts. He does not say "I see a kitten," but simply "kitty!" The name of the object wanted is given, as "water," "apple," etc. Our experience shows that the analogy holds good in reading. Gradually we combine words and phrases and give him complete sentences. In teaching words we observe the following order: 1. The *idea* represented by the word is developed by means of objects and pictures. 2. The word as a *sound* is emphasized for the ear. 3. The word as a form is presented to the eye. 4. The word form is copied. The muscular sense exercised in uttering and in copying the words strengthens the ear and eye impressions.

The first words, phrases and sentences to be taught are suggested by the child's oral vocabulary, and are always developed in the oral work. Great care is exercised in the selection of subject matter as well as in the selection of words for our lessons. The subject matter may be

varied, but it is so arranged and planned that the leading thought of each day's lesson will naturally introduce that of the next. The central theme may be continued for days and even weeks. The indiscriminate or hap-hazard selection of words is to be avoided by the careful preparation of a list of words suggested by the subject matter. This list includes (1) words of interest to the child, (2) connecting words, (3) sound words and (4) root words. The work is begun in script, not simply because the script is easier to reproduce than print, but because it is the form he will use in life; practice in reproducing the printed forms is waste of time, as experience proves that the transition from the written to the printed form presents no obstacles worthy of consideration. The child learns more readily that which he attempts to reproduce, and at the same time learns the art of writing. We continue to teach words as wholes for the first four or five weeks, but as the number of words increases, there is danger of confusion. When the child forgets a word, it must be given to him again; he has no power to recall it except by association, nor has he as yet any ability to help himself with new words; he is entirely dependent upon others. To overcome this, we now introduce phonic analysis.

In the method heretofore used, the memory only has been exercised. Now he begins to compare and to analyze familiar words, and to construct new ones. The first exercises with the phonetic elements of words are given to train the ear, and then by the use of the blackboard, the children are taught to associate the sounds of the word with their written symbols. After learning a number of sounds, the children become more self-helpful and their reading vocabulary increases rapidly. We can now use "sound words"

and "root words" to advantage. From each of such root words as *an*, *and*, *all*, *end*, *ice*, *in*, *oil*, *ore*, etc., the child will soon learn to construct a series of new words by prefixing consonants. The teacher will find many ways to help the child in enlarging his vocabulary, such as by adding letters or syllables to root words, making lists of words that rhyme, and by many other devices too numerous to mention here.

At this point we find the greatest need of patience and perseverance. Some children are quick to appreciate sound, some are slow: some confuse one sound with another, while others still cannot make certain sounds after weeks of drill. Individual attention to special needs is imperative. Do the best we may, there is a period, all too long, when the mechanics of reading keep the child back,—far behind his intelligence.

Phonic analysis is carried far enough to be of use to the child in correct enunciation and as a means of discovering the pronunciation of new words, but no farther. The letters of the alphabet are not taught until the beginning of the second half-year, when they are taught in their order. The children know them by name long before this usually, but it is useless to require the alphabet to be memorized before we begin using it in alphabetic spelling. The script charts, especially prepared by the teachers, are used early in connection with blackboard work. In making the transition from script to print, the two forms are placed together and the change is made without loss of time or energy. After this the usual Reading Charts may be used, or better still "stencil" charts, made and illustrated by the teacher. The words now selected and used on chart or blackboard are suggested not only by the subject matter

presented, but also by the reading book to be placed in the hands of the children later.

When the first reading book is introduced at the beginning of the second half-year, the child finds the first part of the book a delight, because the words are already familiar to him. To secure this familiarity with words we use many varieties of drills. In addition to the charts and blackboard, a box of letters is often given to the child to construct sentences; written and printed cards containing easy sentences, or stories are given to be read, and afterwards reproduced from memory. In all drills, however, the thought element is uppermost, and the child is encouraged "to tell" the story in his own childish way. As a rule the child appreciates the thought of the lesson and will give the proper vocal expression without instruction in punctuation. During the first half-year, he will need simply the period and the comma, the "question mark" and the wonder mark." During the last half of the school year the children will easily master the ordinary first reading book, and one or two supplementary readers besides.

Much of the skill acquired in reading depends upon the subjects selected for our reading lessons. From the first, the work for any day, week or month is unified. The work is so planned that it forms an organic whole. By this organization of the work and association of ideas, the interest is stimulated, and the child will more readily retain and recall the facts presented. With increased interest and enthusiasm, there is also increased mental activity, and even mechanical drills are enjoyed. During the first weeks of school even, a story, a fable or a poem is used as a central theme, not only for the reading, but around which we group all the other lessons of the class. In the selection of

these central themes, we take into consideration the child's environment, and the different seasons of the year.

The first lessons seem naturally to cluster around nature study. Only those who have told the stories furnished by good old Mother Nature can know of the delight children find in this subject. In autumn, when the children enter school, there are fruits and grains and grasses to interest us; we note the change in the trees and leaves as they put on their bright autumn dresses, and watch with keen delight Dame Nature's preparations for approaching winter. Of all things dear to the childish heart, color is the dearest, and when the bright leaves of red and gold are brought into the school-room, every face betokens pleasure. After talking about the shapes of the leaves, their colors, and what trees gave them to us, we draw them, and perhaps have a color lesson; we then sing "Come, little leaves," and listen to the story of the "Anxious Leaf." After this, the children are eager to learn more, and the words necessary to tell the story of the leaf are mastered without drudgery.

Winter also furnishes us with scores of interesting themes, around which we group and arrange our work. And when springtime comes, especially in our Southland, how many delightful themes Nature brings us! Gladly the little ones gather the first spring flowers, and lovingly they bring them into the school-room. How wonderful the lessons taught, — how lasting the impressions received! There is a story for every little flower, and a beautiful sentiment for every leaf, and these stories and sentiments find a lodgement in the children's hearts forever. Many of these flower stories are written on the blackboard in words simple enough for the children to read, and frequently they

will find time to write them and carry them to the home. Will they ever forget the story of the "moss-rose," or the little "forget-me-not story?" There are likewise stories for the violet, the daisy, and the dandelion, and other flowers that are dear to the heart of childhood. Original flower stories told by the children are written by the teacher on the blackboard and read by the children.

There are also many little flower poems that are appropriate and simple enough for reading lessons. After blackboard lessons about the violet they will eagerly read and memorize the little gem:

"Oh, violets tender, your shy tribute render,
Tie round your wet faces, your soft hoods of blue,
And carry your sweetness, your dainty completeness,
To some tired hand, that is longing for you."

Or, less advanced pupils will read the more readily:

"And just as many daisies
As their soft hands can hold,
The little ones may gather,
All fair in white and gold.
Here blows the warm, red clover,
There peeps the violet blue,
Oh, happy little children,
God made them all for you."

These stories, poems and songs in connection with our flower lessons, inspire the little ones to master the otherwise difficult and tedious process of learning to read, and above all they develop a spiritual atmosphere that dominates the school and permeates the home.

Spring gives us another interesting central theme that is especially appropriate for reading as well as other exercises,—the birds. We have a "Bird Week" during which we talk of birds, their colors, songs and habits; baby-bird

life and bird-families. Stories and beautiful poems about birds furnish many a profitable and interesting reading lesson. Indeed, we cannot crowd into our "Bird Week" all the stories, poems and songs that suggest themselves, and if we are "very good" we are allowed to continue the work in the "saved time" period of the next week.

But along with our "nature stories," myths and fairy tales, we must not forget the historical and biographical stories that are suggested by our national holidays and other interesting occasions. What delightful lessons we have about Thanksgiving time or Christmas, when the interest is keen and the enthusiasm is kindled! Our work table is easily transformed into the little village of Plymouth; a bucket of sand, a few twigs and log cabins, a boat for the Mayflower, tiny dolls to represent Governor Bradford, Miles Standish, John Alden, Priscilla and the other characters of the story, and the scene is complete. The story is readily grasped and the new words are mastered with ease, regardless of their length.

Then there is the story of Hiawatha, loved best of all by the children:

> "Ye who love the haunts of nature;
> Love the sunshine of the meadow,
> Love the shadow of the forest,
> Love the wind among the branches."

Yes, the children love these things and never weary of learning the story or drilling upon the words. To them, as well as to the teacher, the work is a "joy forever."

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